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ABSTRACT

This appendix contains copies of the instruments described in volumes I and II of the COPED project, as well as a coding manual. (Related volumes are EA 003 046 and EA 003047). (MLF)

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APPENDIX

COOPERATIVE PROJECT FOR EDUCATIONAL DEVELOPMENT

Project Director

Dale G. Lake

Contract OEG 3-8-080069-43 (010)

Project No. 8-0069

EA CC3 C45

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COPED : DECK 10

The following instruments are to be coded in this deck:

STUDENTS: PART I
- C-1 HOW DO YOU FEEL ABOUT THESE THINGS?
- C-2 HOW THIS CLASS FEELS
- C-3 HOW DO YOU THINK YOUR TEACHER FEELS?
- C-4 MY TEACHER IN THIS CLASS

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 10
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16	Respondent grade level
17	Subject
18	Respondent sex
19	Respondent race
20	Respondent s.e.s./male figure
21	Respondent s.e.s./female figure
22-24	Teacher's ID number

STANDARD FIELD PUNCHING

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INSTRUMENTS C-1, C-2, and C-3 ask identical questions as follows:

Question 1: It is good to take part as much as possible in classroom discussions.

Question 2: Asking the teacher for help is a good thing to do.

Question 3: The teacher should really try to find out how the students feel.

Question 4: School work should be fun most of the time.

Question 5: It is good to help other students with school work except during tests.

Question 6: You should always work as hard as you can in this class.

Question 7: Getting along with the other students in this class is just as important as school work.

C-1 HOW DO YOU FEEL ABOUT THESE THINGS? (STUDENTS: PART I)

COLUMN	CONTENT
25	Question 1
26	Question 2
27	Question 3
28	Question 4
29	Question 5
30	Question 6
31	Question 7

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. I agree very much
2. I agree some
3. I am in between
4. I disagree some
5. I disagree very much
7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

C-2 HOW THIS CLASS FEELS (STUDENTS: PART I)

COLUMN	CONTENT
32	Question 1
33	Question 2
34	Question 3
35	Question 4
36	Question 5
37	Question 6
38	Question 7

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Most students agree very much
2. Most students agree some
3. Most students are in between
4. Most students disagree some
5. Most students disagree very much
7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

C-3 HOW DO YOU THINK YOUR TEACHER FEELS? (STUDENTS: PART I)

COLUMN	CONTENT
39	Question 1
40	Question 2
41	Question 3
42	Question 4
43	Question 5
44	Question 6
45	Question 7

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. The teacher would agree very much
2. The teacher would agree some
3. The teacher would be in between
4. The teacher would disagree some
5. The teacher would disagree very much
7. DK (Actually written in DK: or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

C-4 MY TEACHER IN THIS CLASS (STUDENTS: PART I)

IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 10 QUESTIONS, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Much more than he does now
2. A little more than he does now
3. The same as he does now
4. A little less than he does now
5. Much less than he does now
7. DK (Actually written in DK: or number(s) circled and erased)
0. NA (No number is circled for the given question.)

COLUMN	CONTENT	I wish my teacher would do this:
46	Question 1:	Ask us to decide what the class will do.
47	Question 2:	Tell us how we're doing on school work.
48	Question 3:	Talk to our parents.
49	Question 4:	Make sure we do the work we should do.
50	Question 5:	Ask us how we feel.
51	Question 6:	Like us.
52	Question 7:	Explain what we are supposed to do.
53	Question 8:	Explain how to do our class work or assignments.
54	Question 9:	Trust us on our own.
55	Question 10:	Know the subject he or she is teaching.

* * * * * * * * * *

COLUMN CONTENT

56-57 DISCREPANCY MEASURE: DEGREE OF ALIENATION FROM PEER GROUP

The item discrepancies between C-1 (HOW DO YOU FEEL ABOUT THESE THINGS?) and C-2 (HOW THIS CLASS FEELS) are calculated directly, and summed across the 7 items. Adding a constant of 4 will remove negative numbers.

Use only the scores 1 through 5 in both sets of questions, deleting 7's and 0's. If one of the two instruments is not answered in entirety, please code 8's in Cols. 56-57; only when both instruments are not answered, code 9's in Cols. 56-57.

C-2		C-1					
Q.	Col.	Q.	Col.				
1	32	- 1	25	+	4	=	[ ]
2	33	- 2	26	+	4	=	[ ]
3	34	- 3	27	+	4	=	[ ]
[illegible]							
5	36	- 5	29	+	4	=	[ ]
6	37	- 6	30	+	4	=	[ ]
7	38	- 7	31	+	4	=	[ ]
						+	

Total score XX ----> Code this score into Cols. 56-57.

58-59 DISCREPANCY MEASURE: DEGREE OF ALIENATION FROM TEACHER

Follow the same coding instructions as described above for DEGREE OF ALIENATION FROM PEER GROUP while getting item discrepancies between C-1 (HOW DO YOU FEEL ABOUT THESE THINGS?) and C-3 (HOW DO YOU THINK YOUR TEACHER FEELS?)

Example: Subtract Col. 25 (C-1, Q.1) from Col. 39 (C-3, Q.1)
Col. 26 (C-1, Q.2) from Col. 40 (C-3, Q.2)
. .
. .
. .
Col. 31 (C-1, Q.7) from Col. 45 (C-3, Q.7)

* * * * * * * * * *

60-80 Leave blank

COPED : DECK 11

The following instrument is to be coded in this deck:

STUDENTS: PART II C-5 THE PEOPLE IN THIS CLASSROOM GROUP

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 11	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16	Respondent grade level	
17	Subject	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s./male figure	
21	Respondent s.e.s./female figure	
22-24	Teacher's ID number	

* * * * * * * * * *

C-5 THE PEOPLE IN THIS CLASSROOM GROUP (STUDENTS: PART II)

When you code this instrument, take one class at a time. DO NOT COMBINE TWO CLASSES OR CLASSES IN A SCHOOL BUILDING. Students were given a roster of names and assigned numbers for that particular class they are in when they took this instrument. Therefore, student numbers used in this instrument are meaningful only within a class.

COLUMN	CONTENT	SCORES GIVEN TO OTHERS
25-26 27-28 29-30 31-32	Q. 1: Who are the 4 students . . . best at doing school work?	CODE THE ACTUAL NUMBER WRITTEN IN UNDER THE HEADING OF Student's number
35-36 37-38 39-40 41-42	Q. 2: Who are the 4 students . . . the most helpful to you?	Example: Best 13 Next best 24 3rd best 35 4th best 06
45-46 47-48 49-50 51-52	Q. 3: Who are the 4 students . . . leaders?	MAKE SURE THAT ANY SELF-RATING BE ELIMINATED, i.e., if a respondent rates himself among the 4 students, please cross it out and code 99 in two proper columns.
55-56 57-58 59-60 61-62	Q. 4: Who are the 4 students . . . you like the most?	If the same number appears twice or more in a question, flip a coin!!! The lost one gets 99.

COLUMN	CONTENT	SCORES GIVEN BY OTHERS
33-34	Question 1	Taking only the students within a class, for each ID number, please tabulate the frequency of its appearance in each question, disregarding how highly he (or she) is ranked. For example, Student #5 might have received (in other words, actually mentioned) various ranks in Question 1 by 19 students, then this number 19 is to be coded in Columns 33 and 34 regardless of ranks. When a student does not receive any mention by other students, then code 00 in both columns. Please exclude self-rating, if any, i.e., mentioning his own number among the 4 students. In this case, code NA (99). The same coding convention should be used for Questions 2, 3, and 4 in Columns 43-44, 53-54 and 63-64 respectively.
43-44	Question 2	
53-54	Question 3	
63-64	Question 4	

65 Question 5: Are there young people about your age . . . not in your class . . . you like better than anyone in this group?

1. If YES is circled; or, neither YES nor NO is circled but Question 6 answered.
2. If NO is circled, and Q.6 not answered----→Code 00 in Cols. 66-67.
7. DK (Actually written in or circle(s) drawn and erased)
0. NA (No number is circled and Q. 6 not answered.)

66-67 Question 6: If you answered "yes" . . . how many young people you like better than anybody in this group?

Code the actual number circled as follows:

01. 1 circled
02. 2 circled
03. 3 "
04. 4 "
05. 5 "
06. 6 "
07. 7 "
08. 8 "
09. 9 circled
10. 10 circled

00. None (Coded 2 in Col. 65)

99. NA (Answered "yes" in Q.5 but this question not answered.)

* * * * * * * * * *

68-80 Leave blank

COPED : DECK 12

The following instruments are to be coded in this deck:

STUDENTS: PART II
- C-6 THIS CLASSROOM GROUP
- C-7 LIFE IN THIS CLASSROOM GROUP
- C-8 YOUR PARENT'S WORK

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 12
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16	Respondent grade level
17	Subject
18	Respondent sex
19	Respondent race
20	Respondent s.e.s./male figure
21	Respondent s.e.s./female figure
22-24	Teacher's ID number

STANDARD FIELD PUNCHING

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C-6 THIS CLASSROOM GROUP (STUDENTS: PART II)

COLUMN	CONTENT
25	Question 1
26	Question 2
27	Question 3
28	Question 4
29	Question 5
30	Question 6
31	Question 7
32	Question 8
33	Question 9
34	Question 10
35	Question 11
36	Question 12
37	Question 13
38	Question 14

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Always
2. Almost always
3. Often
4. Only sometimes
5. Never or almost never
7. DK (Actually written in or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

C-7 LIFE IN THIS CLASSROOM GROUP (STUDENTS: PART II)

COLUMN	CONTENT
39	Question 1
40	Question 2
41	Question 3
42	Question 4
43	Question 5
44	Question 6
45	Question 7
46	Question 8
47	Question 9
48	Question 10
49	Question 11

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1.
2.
3.
4.
5.
6. } THE CONTENT OF EACH CODE REMAINS THE SAME AS WRITTEN IN THE INSTRUMENT.

7. DK (Actually written in or number(s) circled and erased)

0. NA (No number is circled for the given question.)

* * * * * * * * * *

C-8 YOUR PARENT'S WORK (STUDENTS: PART II)

COLUMN	CONTENT
50	Question 1: CODE THE ACTUAL NUMBER CHECKED AS FOLLOWS:

1. My father is living with me.
2. My father is not living with me, but my stepfather is living with me.
3. My father is not living with me, but an adult male is living with me.
4. My father is not living with me, and I have no stepfather or any other adult male living with me.
5. Any other living arrangement that cannot be coded into one of the above 4 categories.

7. DK (Actually written in to this effect)

0. NA (This question not answered)

51-52 Leave blank: DO NOT CODE.

53-54 Leave blank: DO NOT CODE.

COLUMN CONTENT

55 Question 4: CODE THE CHECKED NUMBER AS SHOWN IN THE INSTRUMENT AS FOLLOWS:

1. My mother is living with me.
2. My mother is not living with me, but my stepmother is living with me.
3. My mother is not living with me, but an adult female is living with me.
4. My mother is not living with me, and I have no stepmother or other adult woman living with me-----> Code 8 in Col. 56
5. Any other living arrangement that cannot be coded into one of the above 4 categories.

7. DK (Actually written in to this effect)

0. NA (This question not answered)

56 Question 5: If your mother or . . . does she have a job outside the home?

1. If checked YES
2. If checked NO
7. DK (Actually written in to this effect)
8. Inap. (If coded 4 in Col. 55)
0. NA (When clearly an answer is expected: i.e., a female adult is living with the respondent)

57-58 Leave blank: DO NOT CODE.

59-60 Leave blank: DO NOT CODE.

61-62 Question 6: How old are you? (Age at last birthday)

00. NA (This question not answered)

05.
06.
07.
08.
..
..
..
..
17:
18.

} CODE THE ACTUAL FIGURE GIVEN BY THE RESPONDENT.

* * * * * * * * * *

63-80 Leave blank

COPED : DECK 13

The following instrument is to be coded in this deck:

STUDENTS: PART III C-9 YOUR HIGH SCHOOL AND ASPIRATIONS

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 13	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16	Respondent grade level	
17	Subject	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s./male figure	
21	Respondent s.e.s./female figure	
22-24	Teacher's ID number	

* * * * * * * * * *

C-9 YOUR HIGH SCHOOL AND ASPIRATIONS (STUDENTS: PART III)

COLUMN CONTENT

Questions 1 through 3 ask the students to rank five statements in each question. Each of these statements is to be coded separately in the assigned column as shown in the instrument:

Question 1: Among the items listed below . . . for the boy . . .

Question 2: Among the items listed below . . . for the girl . . .

Question 3: Now look at the items listed below . . . what you feel . . .

Q.1	Q.2	Q.3	
25	30	35	bright, well informed . . .
26	31	36	doing well in school . . .
27	32	37	being an athletic star . . .
28	33	38	coming from the right family
29	34	39	being attractive . . .

Code:

1. Most looked up to . . .
2. 2nd most . . .
3. 3rd most . . .
4. 4th most . . .
5. 5th most . . .
7. DK (Actually written in or number(s) written and erased)
0. NA (A line left blank)

COLUMN	CONTENT
40	Question 4: <u>The people in this school who are most important and most looked up to .</u>

CODE THE NUMBER OF A CIRCLED IN WHICH A CHECK APPEARS:

1. with the leading crowd
2. close to the leading crowd but not with it
3. third close to the leading crowd
4. far from the leading crowd
5. very far from the leading crowd
7. DK (Actually written in DK or number(s) checked and erased)
0. NA (No check is placed in any circle.)

41	Q. 5:	<u>Have you ever been sent out of the class to the Office by a teacher you didn't get along?</u>
42	Q. 6:	<u>Have you ever skipped school with a gang of kids?</u>
43	Q. 7:	<u>How likely do you think it is that you will go to a college or university?</u>
44	Q. 8:	<u>How likely do you think it is that you will go to a trade, technical, or business school?</u>
45	Q. 9:	<u>How likely do you think it is that you will leave high school before graduation?</u>

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. } THE CONTENT OF EACH CODE
2. } REMAINS THE SAME AS
3. } WRITTEN IN THE INSTRUMENT.
4. }
5. }

7. DK (Actually written in DK or number(s) circled and erased)

0. NA (No number is circled for the given question.)

* * * * * * * * * *

46-80 Leave blank

COPED : DECK 14 (1st two testings) DECK 15 (2nd two testings) DECK 16 . . . (3rd two testings)

The following instrument is to be coded in this deck:

STUDENTS: PART IV C-10 TODAY'S CLASS

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 14 or 15 or 16 . . .	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16	Respondent grade level	
17	Subject	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s./male figure	
21	Respondent s.e.s./female figure	
22-24	Teacher's ID number	

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C-10 TODAY'S CLASS (STUDENTS: PART IV)

This instrument will be administered more frequently than others: 1st two testings will be coded in Deck 14, 2nd and 3rd in Deck 15, etc. The date of testing is to be coded at the end of each testing. Future decks 15 and possibly 16 and 17 should follow column by column, question by question, as layed out in Deck 14 here, only changing the Deck number in Cols. 6-7. The column numbers that appear in parentheses under the first column numbers are for the second testing of this instrument. For example, answers of Q.1/a. from the first testing would be coded in Col. 25 but those from the second testing would be coded in Col. 55.

COLUMN CONTENT

25 Q.1/a: How do you feel about how much you learned today?

(55) CODE THE CIRCLED NUMBER:

1. I don't think I learned much.
2. I learned a little bit.
3. I learned some but not a lot
4. I learned a lot today.

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

26-27 Q.1/b: Please write why you feel this way --- re what R learned today

(56-57)

A. THE FOLLOWING CATEGORIES SHOULD BE CODED IF THE RESPONDENT FELT HE LEARNED SOMETHING.

01. The respondent is telling how he knows he learned something rather than giving other reasons for what enables him to learn -- Any response that cannot be coded into the following categories.

02. Reward or positive feedback--I got a lot of 100's; I am getting better marks; teacher praised my work; was able to answer questions correctly

03. Positive feelings--I feel smarter; I didn't need any help; I feel like I learned something

04. Learned something new--learned new math; read 3 or 4 new books

(05-09 are open as of March 1967)

10. Respondent -- Any response that cannot be coded into the following categories that states R is responsible for his own learning.

11. R's behavior in class--I paid attention; listened; didn't talk

12. R's preparation--I was prepared; he studied; had read the assignment

13. R's ability--I can do the work; it is easy for me

14. R's interest in or like for the topic--We talked about interesting things; I like the topic we are discussing

15. R's motivation to learn--(General) I wanted to learn; I felt like learning; I like learning

16. R's receptivity to school--I like school; I learn because I like to come to school

17. R's mood--I felt good; was in a good mood

(18-19 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

26-27 Q.1/b: cont.
56-57)

A. cont.

cont.

20. Teacher -- General positive feelings about teacher. Code any responses that cannot be coded into the following categories. (Good teacher--no explanation of what R means by good teacher.)

21. I like the teacher

22. Teacher's intelligence--she's smart; intelligent; clever

23. Teacher's knowledge--she knows her subject; knows what she is about; knows a lot

24. Teacher's ability to get subject across--she explained well; teaches clearly; teaches so you can understand her

25. Teacher's method--didn't cover too much in one period; used repetition; went slowly; had a discussion period

26. Teacher's use of teaching aids--she taught from book so we could follow; used charts, pictures, etc.

27. Teacher as a catalyst to learning--stimulates me to think; makes me want to learn; gets you interested in subject

28. Teacher as a helper--she helps me; teacher gives help when you need it; answers your questions

29. Teacher lets us help--R learned something because teacher let students help each other

30. Other students in class -- Code any responses that cannot be coded into the following categories.

31. Peers as participants--participated in class; everyone participated so we all learned.

32. Peers as helpers--another student helped me; others in class showed me how to do it.

33. Peers not disruptive--paid attention; didn't talk; were quiet

(34-39 are open as of March 1967)

40. Other reasons -- Code all other reasons that cannot be coded into the following categories.

41. Good materials used--good books; good teaching materials (code here when there is no mention of teacher's use of these materials in her method of teaching)

42. Taking a test--I learned something because we were taking a test.

(43-49 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
26-27 (56-57) cont.	Q.1/b: cont.

B. THE FOLLOWING CATEGORIES SHOULD BE CODED IF THE RESPONDENT FELT HE DID NOT LEARN ANYTHING.

50. The respondent is telling how he knows he did not learn anything rather than giving other reasons for what kept him from learning--Code here responses that cannot be coded into the following categories.

51. Negative feelings--don't feel like I learned something

52. Negative feedback--did poorly; got a bad grade; gave the wrong answers in the class

(53-59 are open as of March 1967)

60. Respondent -- Code here any other responses that cannot be coded into the following categories about R's feelings that he was responsible.

61. R's behavior in class--talked; didn't pay attention; wasn't listening; slept

62. R's lack of preparation--hadn't studied; wasn't prepared; didn't know the assignment

63. R's ability--I can't do the work; it's too hard for me; I don't remember what I've learned

64. R's dislike for or lack of interest in topic--I hate this topic; it's boring to me; not interesting

65. R's lack of motivation to learn--don't want to learn; don't feel like learning

66. R dislikes school in general--don't like school; didn't want to come to school; hate school

67. R doing other work because of absences--making up tests; getting caught up

68. R not in class--running errands for teacher; out of room; not there for all of class

69. R's mood--was in a bad mood; felt bad; was tired or sick

70. Teacher--General negative statements about teacher -- Code any other responses that cannot be coded into the following categories (i.e., poor, incompetent, bad teacher, etc.)

71. Dislikes teacher--I hate this teacher; don't like him

72. Teacher's lack of intelligence--stupid; not very smart

Continued on next page.

COLUMN	CONTENT
26-27 (56-57)	Q.1/b: cont.
	B. cont.
cont.	73. Teacher's lack of knowledge--doesn't know anything; doesn't know what he is talking about
	74. Teacher's inability to get material across--doesn't explain well; can't be understood; isn't clear; talks too fast
	75. Teacher's method--goes too fast; covers too much in one period; doesn't use repetition; no discussion period; not enough study time
	76. Teaching aids--doesn't use repetition; inadequate illustrations
	77. Teacher not catalyst--she doesn't make you want to learn; is boring; can't get me interested
	78. Teacher doesn't help--doesn't help you when you need it; won't help; won't answer questions you have
	79. Teacher won't let us help each other--prevents neighbor from giving R help
	80. Other students in class -- Code here all other responses about peers that cannot be coded into the following categories.
	81. Peers as non-participants--nobody would participate in class
	82. Peers as non-helpers--nobody would help me; I asked the person behind me for help and wouldn't give it
	83. Peers disruptive--class was noisy; people around me were talking; students interrupted teacher
	(84-89 are open as of March 1967)
	90. Other reasons -- Code all other reasons that cannot be coded into any of the following categories.
	91. Reviewing--going over old work; I've done this work before; we're reviewing for test
	92. Correcting papers-- Class was going over papers they had gotten back (R didn't use this as a means to learn anything.)
	93. Haven't done much--R says it's too early to have done anything yet; haven't covered much
	94. Just an average class--we have done average amount of work today; just regular class
	95. Subject too simple--doesn't teach anything new; doesn't teach a lot
	96. Teacher substitute--don't learn much with a substitute
	97. Taking test--we were taking test, so there wasn't anything to learn; whole class taking test
	(98 is open as of March 1967)
	00. DK (Actually written in to this effect)
	99. NA (No answer is given.)

COLUMN CONTENT

28 (58) Q.2/a: How much did you feel lost, or confused, or mixed-up about what the teacher wanted you to learn?

CODE THE CIRCLED NUMBER:

1. Never lost at all----> Code 88 in Cols. 29-30 (59-60)
2. Lost a couple of times
3. Lost quite a few times
4. Lost most of the time

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

29-30 (59-60) Q.2/b: If you were lost at all, why do you think you were lost?

01. Respondent -- Code here all responses that cannot be coded into the following categoires.

02. R's mood--was in a bad mood; felt bad; was tired or sick

03. R's behavior in class--talked; didn't pay attention; wasn't listening; slept

04. R's lack of preparation--hadn't studied; wasn't prepared; didn't know the assignment

05. R's ability--I can't do the work; it's too hard for me; I don't remember what I've learned

06. R's dislike for or lack of interest in topic--I hate this topic; it's boring to me; not interesting

07. R doing other work because of absences--making up tests; getting caught up

08. R not in class--running errands for teacher; out of room; not there for all of class

09. Missed information teacher gave--didn't hear page number; didn't catch the question

10. Lost place--dropped my books and lost my place; was on the wrong page

(11-19 are open as of March 1967)

20. Teacher -- Code here all responses that cannot be coded into the following categoires.

21. Dislikes teacher--I hate this teacher; don't like him

22. Teacher poor--incompetent; bad teacher

23. Teacher's lack of intelligence--stupid; not very smart

24. Teacher's lack of knowledge--doesn't know anything; doesn't know what he is talking about

Continued on next page.

COLUMN	CONTENT
29-30 (59-60) cont.	Q.2/b: cont.

25. Teacher's inability to get material across--doesn't explain well; can't be understood; isn't clear; talks too fast

26. Teacher's method--goes too fast; covers too much in one period; doesn't use repetition; no discussion period; not enough study time

27. Teacher aids--doesn't use book; uses inadequate illustrations

28. Teacher not a catalyst--doesn't make you want to learn; is boring; can't get me interested

29. Teacher doesn't help--doesn't help when you need it; won't help; won't answer questions you have

30. Teacher won't let us help each other--prevents neighbor from giving R help

(31-39 are open as of March 1967)

40. <u>Other students in class</u> -- Code here all responses that cannot be coded into following categories.

41. Peers disruptive--class was noisy; people around me were talking; students interrupted teacher

42. Peers as non-participants--nobody would participate in class

43. Peers as non-helpers--nobody would help me; I asked the person behind me for help and she wouldn't give it

(44-49 are open as of March 1967)

50. <u>Other reasons</u> -- Code here all other responses that cannot be coded into the following categories.

51. Class taking test--was lost on test; didn't know answers to test

52. Material too difficult--the book is too difficult to understand; can't follow this text

53. Covered something new--I was lost because subject was new to me; haven't done this before

(54-87, 89-98 are open as of March 1967)

00. DK (Actually written in to this effect)

88. Inap. (Coded 1 in Col. 28 (58): i.e., never felt lost)

99. NA (No answer is given.)

COLUMN CONTENT

31 (61) Q.3/a: How often did you feel you wanted some extra help during the class today?

CODE THE CIRCLED NUMBER:

1. I wanted help many times
2. I wanted help several times
3. I wanted help once or twice
4. I never wanted any help----> Code 8's in Cols. 32-33 (62-63)

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

32-33 (62-63) Q.3/b: If you wanted help, what kind of help did you want?

01. Teacher's help--Code here any other kind of help R wanted from teacher that cannot be coded into following categories.

02. Wanted help understanding material--needed help with math problems; wanted to know how to do work (emphasis here is on understanding the "content" of the subject being taught)

03. Needed practical assistance--wanted to know the page number; the assignment to be repeated, etc.; wanted questions explained

04. Wanted additional information--wanted teacher to explain something or give information about things not relevant to the subject being taught

05. Better explanation needed--wanted teacher to explain more clearly (Code in here responses that imply the teacher herself is responsible for the student's inability to grasp material)

06. R taking test--wanted answers to the test

(07-09 are open as of March 1967)

10. Other students in class -- Code here all responses that cannot be coded into the following categories.

11. wanted to ask neighbor for help

12. Wanted class to be quiet so I could hear the teacher

(13-19 are open as of March 1967)

20. Other responses -- Code here all other responses that cannot be coded into the following category.

21. Negative comments about teacher--could be helped by being in another class; having another teacher

(22-87 and 89-98 are open as of March 1967)

00. DK (Actually written in to this effect)

88. Inap. (Coded 4 in Col. 31 (61): i.e., never wanted any help)

99. NA (No answer is given.)

COLUMN CONTENT

34 (64) Q.4/a: How often did you see somebody else needing help during your class today?

CODE THE CIRCLED NUMBER:

1. Needing help many times
2. Needing help several times
3. Needing help once or twice
4. . . . never saw anybody needing help----→Code 8's in Cols.35-36 (65-66)

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

35-36 (65-66) Q.4/b: How could they be helped?

01. Self assistance -- Code any responses that cannot be coded into the following categories.

02. More interest--could have taken an interest; they wouldn't try to learn

03. More preparation--they could have studied harder; should have been prepared

04. Self help--could have worked it out for themselves; looked it up; could have gotten it from a book

05. More attention--those who needed help weren't listening; they were talking when explanations were given

(06-09 are open as of March 1967)

10. Peer assistance -- Code any responses about assistance from peers that cannot be coded into following categories.

11. Could have asked respondent--I could have helped them

12. Could have asked other students--asked a friend

(13-19 are open as of March 1967)

20. Teacher assistance -- Code any other assistance from teacher that cannot be coded into following categories.

21. Initiated by teacher--teacher could show them; spend more time explaining; teacher could help

22. Asking teacher--they could have asked the teacher for help by raising their hands

23. Extra teacher could help (when more than one teacher in room)

24. Atmosphere in class, i.e., class discussion--opening class to questions and answers would help

(25-29 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

35-36 (65-66) Q.4/b: cont.

cont.

30. Other responses -- Code all other responses that cannot be coded into the following categories.

31. Wouldn't help to ask teacher--teacher lazy; it's a lost cause to ask teacher (Code this response if it is given alone and no alternative to getting help is given)

32. Saw students needing help but none given

33. Someone could have helped them--NA who it was

34. Could have used answers to test we were taking

35. Negative comments about teacher--could be helped by having another teacher; being in another class

(36-87 and 89-98 are open as of March 1967)

00. DK (Actually written in to this effect)

88. Inap. (Coded 4 in Col. 34 (64); i.e., saw no one needing help)

99. NA (No answer is given.)

37 (67) Q.5/a: How much did you say something or ask questions during class today?

CODE THE CIRCLED NUMBER:

1. A lot
2. Some
3. A little

→ Code fully Cols. 38, 39-40 and Code 8's in Cols. 41-43 (71-73)

4. I didn't say anything----→ Code 8's in Cols. 38-40 (68-70) and code fully Cols. 41, 42-43.

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

38 (68) Q.6/a: If you did say something, then how did you feel about it?

CODE THE CIRCLED NUMBER:

1. Very good
2. Fairly good
3. Not too good
4. Not good at all

7. DK (Actually written in DK; or number(s) circled and erased)

8. Inap. (If coded 4 in Col. 37 (67); i.e., said nothing)

0. NA (No number is circled.)

COLUMN	CONTENT
39-40 (69-70)	Q.6/b: Why did you feel this way? -- re "said something"

01. Student felt good about not saying much -- Code here all responses that R felt good about not saying much that cannot be coded into the following categories.

02. Didn't say anything because we had no discussion period today-- there was no opportunity to say anything

03. R feels good about saying little

04. Topic too difficult to ask questions about

(05-09 are open as of March 1967)

10. Student felt good about saying something -- Code all other responses here that cannot be coded into following categoires.

11. Asking questions for help--R needed help; questions were important; needed to get answers for tests; didn't understand material; I was supposed to know something my teacher or book didn't tell me. (Code here responses that tell R felt good about asking for help when he needed it.)

12. Asking questions for help--(R felt good about receiving the help he asked for); I found out more; learned something; I got directions I needed

13. Expressed self well--felt good about being corrected or knowing material; gave the right answer; shows I read the paper

14. Expressed self well--felt good about being heard; I believe in what I say; like to express my opinions

15. Expressed self well--felt sure of himself; I am capable of doing these things; knew I was right; asked good questions

16. Participation in class--everybody participated; I wanted to participate; there was a good balance in the discussion with everyone talking; chance to participate

17. Participation in class--added something to class; felt what I had to say was valuable to others; asked questions I thought others had; helped others by talking

18. Participation in class--peers supported R; others backed me up; others agreed with me

19. Other reasons--absence of negative pressure; because it's all right to talk; we were allowed to talk

20. Other reasons--presence of negative pressure from R; because I was brave enough to ask; it is hard for me to talk in class

21. Other reasons--negative pressure from teacher; you get bawled out for asking and I asked anyway; teacher makes examples of those who ask questions

(22-29 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

39-40 (69-70) Q.6/b: cont.

cont.

30. Student felt bad about saying something -- Code all responses here that cannot be coded into the following categories.

31. R felt he asked silly questions--was embarrassed because I didn't understand the material; makes me feel stupid; R felt he gave the wrong answer; I didn't say the right thing; it was wrong

32. Teacher makes students feel bad when they are wrong--teacher makes me feel silly

33. Teacher ignores students' questions--teacher won't listen; she doesn't let you ask questions when you don't understand

34. Teacher misunderstood my question--didn't answer fully; didn't hear me

35. I called out--we aren't supposed to talk; I was doing the wrong thing; it goes on your report card when you talk out of turn; (The emphasis is here on saying something out of order.)

36. R feels bad about talking in class (General)--doesn't like to ask questions

(37-39 are open as of March 1967)

40. Other responses --Code here all responses that cannot be coded below.

41. I felt nothing special--didn't bother me; why would I feel bad; no reason to make me feel bad or unhappy

(42-87 and 89-98 are open as of March 1967)

00. DK (Actually written in to this effect)

88. Inap. (If coded 4 in Col. 37 (67))

99. NA (No answer given though Q.6/a is answered)

41 (71) Q.7/a: If you didn't say anything, how did you feel about it?

CODE THE CIRCLED NUMBER:

1. Very good
2. Fairly good
3. Not too good
4. Not good at all

7. DK (Actually written in DK; or number(s) circled and erased)

8. Inap. (If coded 1,2, or 3 in Col. 37 (67); i.e., did say something)

0. NA (No number is circled.)

COLUMN	CONTENT
42-43 (72-73)	Q.7/b: Why did you feel this way? -- re "saying nothing"
	01. If the respondent felt good about not saying anything -- Code here all responses that cannot be coded into following categories.
	02. I understood material--didn't need to ask; smart enough to go on; I knew the work
	03. Didn't feel the need to prove ability--didn't want to show off; let someone else be the best; I don't have to prove I am smart
	04. Shows ability by not talking--shows I know the work; shows I understood
	05. Not in the mood--I didn't feel like answering; wasn't in the mood today
	06. R doesn't like to talk in class--don't like to ask questions; feel good when I don't have to talk; what I think is my own business
	07. Avoided looking ridiculous--glad I didn't have to ask something stupid; feel silly when I am wrong
	08. Felt unsure--wasn't sure of myself; didn't know what to ask; don't have any self-confidence
	09. Didn't want to bother teacher--I thought the teacher was too busy to ask her anything
	10. Teacher makes you feel ridiculous--she makes fun of you if you say anything wrong
	11. Avoided teacher's anger--I don't want to get bawled out; I am being good; we're not supposed to talk
	12. No reason to talk--there was no discussion period; no one said anything
	13. We were taking a test
	(14-29 are open as of March 1967)
	30. If the respondent felt bad about not saying anything -- Code here all responses that cannot be coded into following categories.
	31. Could have used help understanding material--should have asked for help; didn't know work; you hurt yourself when you don't ask; need to ask questions to pass course; need more help than I asked for; was mixed up
	32. Should participate--everyone should participate in class; I felt bad because I didn't talk when everyone else did
	33. Couldn't talk--was afraid to talk but wanted to; wanted to ask questions but couldn't think of anything
	34. No turn--would have said something if I'd been called on

Continued on next page.

COLUMN CONTENT

43-43 (72-73) Q.7/b: cont.

cont.

35. No opportunity for discussion--teacher didn't let anyone talk; no discussion period

36. Individual work--no one to ask; little chance for asking (Special case for students in independent study)

37. Peers wouldn't help--I wanted to say something but nobody would listen

38. Teacher ignored me--I wanted to talk but teacher wouldn't listen

(39 is open as of March 1967)

40. Other responses -- Code here all the responses that cannot be coded into the following category.

41. It didn't bother me--couldn't care less about not saying anything

(42-87 and 89-98 are open as of March 1967)

00. DK (Actually written in to this effect)

88. Inap. (If coded 1, 2 or 3 in Col. 37 (67); i.e., did say something)

99. NA (No answer is given.)

44 (74) Q.8/a: How did you feel about what the teacher did today?

CODE THE CIRCLED NUMBER:

1. Very good
2. Fairly good
3. Not too good
4. Not good at all

7. DK (Actually written in DK; or number(s) circled and erased)

0. NA (No number is circled.)

45-46 (75-76) Q.8/b: What did the teacher do to make you feel that way?

10. Positive feelings -- Code here all other generally positive feelings about the teacher that cannot be coded into the following categories.

11. I like the teacher

12. Teacher's intelligence--she is smart; intelligent; clever

13. Teacher's knowledge--she knows her subject; knows what she is about; knows a lot

Continued on next page.

COLUMN	CONTENT
45-46 (75-76) cont.	Q.8/b: cont.

14. Teacher's ability to get subject across--she explained well; teaches clearly; teaches so you can understand her

15. Teacher's method--didn't cover too much in one period; used repetition; went slowly

16. Teacher's use of teaching aids--she taught from book so we could follow; used charts, pictures, etc.

17. Teacher as a catalyst to learning--stimulates me to think; makes me want to learn; gets you interested in subject

18. Teacher as helper--she helps me; teacher gives help when you need it; answers your questions

19. Teacher lets us help--R learned something because teacher let students help each other

20. Teacher's praise--said I did good work; encourages us; tells us when we do well; doesn't make us feel silly when we are wrong

21. Teacher's attitude and behavior--(Toward the class); treats us on her own level; is nice to us; doesn't holler at us; gave us gym even though we were noisy; was kind

22. Teacher's personality--she is nice; he is pleasant

23. Teacher's mood (general)--she was in a good mood; she was happy

24. Material presented--interesting material; liked work; special material today; avoided boring work because of what we did today; presented interesting material

25. We were taking a test and he just sat up there and let us take the test

26. Let us work on our own--let us do what we want

(27-29 are open as of March 1967)

30. Negative feelings -- Code all other negative responses that cannot be coded into the following categories.

31. Dislikes teacher--I hate this teacher; don't like him

32. Teacher's lack of intelligence--stupid; not very smart

33. Teacher's lack of knowledge--doesn't know anything; doesn't know what he is talking about

34. Teacher's inability to get material across--doesn't explain well; can't be understood; isn't clear; talk too fast

35. Teacher's method--goes too fast; covers too much in one period; doesn't use repetition; no discussion period; not enough study time

36. Teaching aids--doesn't use book; uses inadequate illustrations

Continued on next page.

COLUMN CONTENT

45-46 (75-76) Q. 8/b: cont.

37. Teacher not catalyst--she doesn't make you want to learn; is boring; can't get me interested

38. Teacher doesn't help--doesn't help you when you need it; won't help; won't answer questions you have

39. Teacher won't let us help each other--prevents neighbor from giving R help

40. Teacher's attitude--treats us like babies; yells at us; is mad at me; took away recess as punishment; kept staring at me while I took the test

41. Teacher's personality--he is mean; a grouch; is bullheaded; unfair

42. Teacher's mood--she was in a bad mood

43. Material presented--didn't like work we were doing; boring; repetitious

44. Had a test

(45-49 are open as of March 1967)

50. Other responses--Code here all other responses that cannot be coded into the following categories.

51. Everything

52. Didn't do much today

53. We had a nice day

54. Had a substitute teacher

(55-98 are open as of March 1967)

00. DK (Actually written in to this effect)

99. NA (No answer is given.)

47-48 (77-78) Date of testing of this particular instrument

Col. 47 (77)	Col. 48 (78)
1. 1966	1. January
2. 1967	2. February
3. 1968	3. March
4. 1969	4. April
	5. May
	6. June
	7. September
	8. October
	9. November
	0. December

COLUMN	CONTENT
49-51	ID number of the teacher who presided over the list PMR***
52-54	ID number of the teacher who presided over the 2nd PMR***

*** Notice here that 3 sets of teachers' ID numbers are to be coded in this deck:

Cols. 22-24 in the STANDARD FIELD for R's regular teacher;
Cols. 49-51 for the ID# of the teacher who presided over the 1st PMR; and
Cols. 52-54 for the ID# of the teacher who presided over the 2nd PMR.

While using the numbers assigned to regular teachers as they are, give 900 numbers to substitute teachers in Cols. 49-51 and 52-54 whenever necessary. You might have the same ID number repeating three times or you might have all three different ones in this deck.

* * * * * * * * * *

55-78	For the second testing of this instrument.
79-80	Leave blank

COPED : DECK 20

The following instruments are to be coded in this deck:

TEACHERS: PART I T-1 HOW YOUR STUDENTS FEEL
T-2 HOW DO YOU FEEL ABOUT THESE THINGS?

PART II T-3 YOUR CLASSROOM GROUP(S)

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 20
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING

* * * * * * * * * *

Inststruments T-1 and T-2 ask the identical questions as follows:

Question 1: It is good to take part as much as possible in classroom discussions.

Question 2: Asking the teacher for help is a good thing to do.

Question 3: The teacher should really try to find out how the students feel.

Question 4: School work should be fun most of the time.

Question 5: It is good to help other students with school work except during tests.

Question 6: You should always work as hard as you can in this class.

Question 7: Getting along with the other students in this class is just as important as school work.

T-1 HOW YOUR STUDENTS FEEL (TEACHERS: PART I)

COLUMN	CONTENT
25	Question 1
26	Question 2
27	Question 3
28	Question 4
29	Question 5
30	Question 6
31	Question 7

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Most students would agree very much
2. Most students would agree some
3. Most students would be in between
4. Most students would disagree some
5. Most students would disagree very much
7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

T-2 HOW DO YOU FEEL ABOUT THESE THINGS? (TEACHERS: PART I)

COLUMN	CONTENT
32	Question 1
33	Question 2
34	Question 3
35	Question 4
36	Question 5
37	Question 6
38	Question 7

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHWON IN THE INSTRUMENT:

1. I agree very much
2. I agree some
3. I am in between
4. I disagree some
5. I disagree very much
7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

* * * * * * * * * *

T-3 YOUR CLASSROOM GROUP(S) (TEACHERS: PART II)

IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 14 QUESTIONS, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Always
2. Almost always
3. Often
4. Only sometimes
5. Almost never
7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

COLUMN	CONTENT	The students in this class ---
39	Question 1:	All take part in classroom discussions.
40	Question 2:	Help one another with their schoolwork.
41	Question 3:	Behave themselves even when the teacher leaves the room.
42	Question 4:	Do the same work at the same time.
43	Question 5:	Laugh when someone misbehaves.
44	Question 6:	Like doing schoolwork.
45	Question 7:	Like each other.
46	Question 8:	Follow the teacher's directions.
47	Question 9:	Work well with one another.
48	Question 10:	Laugh when someone makes a mistake.
49	Question 11:	Like the teacher.
50	Question 12:	Tell the teacher how they feel.
51	Question 13:	Get into fights.
52	Question 14:	Are well-mannered.

* * * * * * * * * *

53-59 Leave blank

COLUMN	CONTENT

60-61 TOTAL DISCREPANCY SCORE--Discrepancy between teacher feelings and how he sees students feeling

The item discrepancies between teacher forms T-1 and T-2 are calculated directly, and summed across the 7 items. Adding a constant of 4 will remove negative numbers.

Use only the scores 1 through 5 in both sets of questions, deleting 7's and 0's. If one of the two instruments is not answered in entirety, please code 8's in Cols. 60-61; only when both instruments are not answered, code 9's in Cols. 60-61.

[T-2] - [T-1]

Deck 20 Q.	Col.		Deck 20 Q.	Col.				
1	32	-	1	25	+ 4	=	[ ]
2	33	-	2	26	+ 4	=	[ ]
3	34	-	3	27	+ 4	=	[ ]
4	35	-	4	28	+ 4	=	[ ]
5	36	-	5	29	+ 4	=	[ ]
6	37	-	6	30	+ 4	=	[ ]
7	38	-	7	31	+ 4	=	[ ]

\+

Total score XX ----> Code this score into Cols. 60-61.

62-64 TOTAL DISCREPANCY SCORE--Teacher accuracy in estimating how the students in his class feel about certain things

For each item on STUDENT FORM C-1, the class scores are summed, and a mean computed. The score on teacher Form T-1 is subtracted from this to produce an item discrepancy score (to one decimal place). The seven item discrepancy scores are then summed to produce a total discrepancy score. Since the items, generally speaking, can be seen as all worded in a positive direction, the direction of the discrepancy is useful information as well. Adding a constant of 4.0 will remove negative numbers.

For each teacher, take all the students in his class. For each item on STUDENT FORM C-1, sum up the class scores (only using the scores 1 through 5, deleting 7's and 0's) and get the mean on that item to one decimal point--dividing the sum by the number of valid scores added up.

[C-1] - [T-1]

Mean of class scores on each item in Deck 10 Q.	Col.		Teacher's Score on each item in Deck 20 Q.	Col.				
1	25	-	1	25	+ 4.0	=	[ ]
2	26	-	2	26	+ 4.0	=	[ ]
3	27	-	3	27	+ 4.0	=	[ ]
4	28	-	4	28	+ 4.0	=	[ ]
5	29	-	5	29	+ 4.0	=	[ ]
6	30	-	6	30	+ 4.0	=	[ ]
7	31	-	7	31	+ 4.0	=	[ ]

Again use only the scores 1 through 5, deleting 7's and 0's -----If the teacher skipped the entire set of 7 questions, code 8's in Cols. 62-64; if his class did not take C-1, then code 9's in Cols. 62-64.

\+

Total score XX.X ----> Code this score into Cols. 62-64.

COLUMN CONTENT

65-67 TOTAL DISCREPANCY SCORE--Discrepancy between the teacher actually feels and how the students think he feels

The same procedure as for Cols. 62-64 is followed, producing discrepancy score between the summed items of Teacher Form T-2 and Student Form C-3. Subtract T-2 from C-3 in the same manner described above and add again a constant of 4.0 to remove negative numbers.

[C-3] - [T-2]

Mean of class scores on each item in Deck 10 — Teacher's score on each item in Deck 20

For both sets of questions use only the scores 1 through 5, deleting 7's and 0's-----If the teacher skipped the entire set of 7 Q.'s, code 8's in Cols. 65-67; if his class did not take C-3, then code 9's in Cols. 65-67.

Q.	Col.		Q.	Col.				
1	39	-	1	32	+	4.0 =	[	]
2	40	-	2	33	+	4.0 =	[	]
3	41	-	3	34	+	4.0 =	[	]
4	42	-	4	35	+	4.0 =	[	]
5	43	-	5	36	+	4.0 =	[	]
6	44	-	6	37	+	4.0 =	[	]
7	45	-	7	38	+	4.0 =	[	]

+

Total score XX.X----→Code this score into Cols. 65-67.

68-70 TOTAL DISCREPANCY SCORE--Discrepancy between teacher perceptions and pupil perceptions of the classroom group

The same procedure as for Cols.62-64 is followed, producing discrepancy score between the summed items of Teacher Form T-3 and Student Form C-6. Subtract T-3 from C-6 in the same manner described above and add again a constant of 4.0 to remove negative numbers. Use only the scores 1 thorugh 5, deleting 7's and 0's.

[C-6]** - [T-3]**

Mean of class scores on each item in Deck 10 — Teacher's score on each item in Deck 20

** Codes for Questions 4, 5, 10 & 13 in both instruments must be reversed for this operation--present code 1 should be treated as 5, 2 as 4, 3 the same, 4 as 2 and 5 as 1.

Q.	Col.	-	Q.	Col.				
1	25	-	1	39	+	4.0 =	[	]
2	26	-	2	40	+	4.0 =	[	]
.	..	.	.	..	.	.	.	.
.	..	.	.	..	.	.	.	.
.	..	.	.	..	.	.	.	.
13	37	-	13	51	+	4.0 =	[	]
14	38	-	14	52	+	4.0 =	[	]

+

Total score XX.X----→Code this score into Cols. 68-70.

If the teacher skipped the entire set of 14 questions, code 8's in Cols. 68-70; If his class did not take c-6, then code 9's in Cols. 68-70.

* * * * * * * * * *

71-80 Leave blank

COPED : DECK 30

AN EXTENDED VERSION HAS BEEN WORKED OUT BY THE MICHIGAN STAFF MEMBERS AND IS TO BE CONSIDRED FOR WIDER USE. Until a definite decision is reached, we use the present format.

COPED TRAINER RATING FORM events 1, 2 and 3 are to be punched in this deck.

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 30
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING

* * * * * * * * * *

EVENT # 1 (See tab sheet for explanation)

COLUMN	CONTENT
25-27	Date of pre-rating using day of the year*
28-30	Date of the post-rating using the day of the year*
31-32	Mean score on Question 1: Sensitivity
33-34	Mean score on Question 2: Diagnostic ability
35-36	Mean score on Question 3: Problem-solving effectiveness
37-38	Mean score on Question 4: Interpersonal effectiveness
39-40	Mean score on Question 5: Over-all effectiveness
41-42	Sum of the mean scores on all five questions

SEE THE TRAINER RATING TABULATION SHEET FOR THE DESCRIPTION OF THESE SCORES.

* * * * * * * * * *

EVENT # 2 (See tab sheet for explanation)

COLUMN	CONTENT
43-45	Date of the pre-rating using the day of the year*
46-48	Date of the post-rating using the day of the year*
49-60	The five mean scores and the sum of the means for Event 2 as above.

* * * * * * * * * *

EVENT # 3 (See tab sheet for explanation)

COLUMN	CONTENT
61-63	Date of the pre-rating using the day of the year*
64-66	Date of the post-rating using the day of the year*
67-78	The five mean scores and the sum of the means for Event 3 as above.

* * * * * * * * * *

Missing ratings are to be coded 99's. However, since it is the trainers who are supplying these data, every effort should be made to obtain complete sets of ratings.

Additional decks (31, 32, 33, 34 and 35) can be used in the following manner:

Decks 30 and 31 are to be used for events occurring during the academic year 1966-1967 and the summer of 1967.

Decks 32 and 33 for events during academic year of 1967-68 and the summer of 1968.

Decks 34 and 35 for events during academic year 1968-69 and the summer of 1969.

THUS, THERE IS ENOUGH ROOM FOR RATINGS FROM 6 EVENTS DURING EACH OF THE ABOVE YEARS.

* Using a calendar which numbers the days of the year, the dates of the pre- and post-ratings taken from the COPED TRAINER RATING FORM, TABULATION SHEET should be coded into the appropriate 3-digit numbers--001-366.

* * * * * * * * * *

79-80 Leave blank

DIRECTIONS FOR USE

COPED TRAINER RATING FORM, TABULATION SHEET

1. For each question enter the post-rating in the space provided, and then the pre-rating. Subtract those two ratings, add the constant of 8 (to avoid negative scores) and enter this change score in the space provided.

2. Do the above for each of the five questions and then, in the space provided for the total score, enter the sum of the five change scores.

3. When there are more than one trainer providing ratings on the same individual, the sum of the trainers' ratings for each question has to be calculated, divided by the number of trainers and this mean score is to be entered in the space provided. Only when trainers' ratings of an individual are obtained during the same event are they to be calculated in this manner.

DEFINITION OF EVENT

An event can be either of two things. It can be in intensive training lab, workshop, problem-solving lab, etc. for school system personnel which occurs during a given block of time -- one day sessions should not be used for this. An event can also be an extended series of contacts between the trainer/consultant and specific school personnel such as the superintendent, the administrative counsel, a specific teacher, etc. Ratings should be done in the extended event only when the trainer/consultant feels that his contact with the individual will be intensive enough so that a change in the individual would be predicted. In other words, it is not expected that ratings will be obtained for all individuals but only those with whom a specific training or consulting relationship has been established.

DECK 30 MEMBER ID: _____

EVENT # 1-----PRE-TEST DATE _____ POST-TEST DATE _____

TRAINER INITIALS	Q.1: SENSITIVITY POST-TEST SCORE - PRE-TEST SCORE +8=[ ]	Q.2: DIAGNOSTIC ABILITY POST-TEST SCORE - PRE-TEST SCORE +8=[ ]	Q.3: PROBLEM-SOLVING EFFECTIVENESS POST-TEST SCORE - PRE-TEST SCORE +8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
	SUM* [ ]	SUM* [ ]	SUM* [ ]

EVENT # 2-----PRE-TEST DATE _____ POST-TEST DATE _____

_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
	SUM* [ ]	SUM* [ ]	SUM* [ ]

EVENT # 3-----PRE-TEST DATE _____ POST-TEST DATE _____

_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
_____	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
	SUM* [ ]	SUM* [ ]	SUM* [ ]

* MEAN SCORE IS THE SUM OF THE RATINGS (ΣR) divided by number of ratings (N_R) =

Q.4: INTERPERSONAL EFFECTIVENESS	Q.5: OVER-ALL EFFECTIVENESS	SUM TOTAL OF 5 QUESTIONS
POST-TEST SCORE - PRE-TEST SCORE +8=[ ]	POST-TEST SCORE - PRE-TEST SCORE +8=[ ]	POST-TEST SCORE - PRE-TEST SCORE +8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
SUM* [ ]	SUM* [ ]	SUM* [ ]

( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
SUM* [ ]	SUM* [ ]	SUM* [ ]

( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
( ) - ( )+8=[ ]	( ) - ( )+8=[ ]	( ) - ( )+8=[ ]
SUM* [ ]	SUM* [ ]	SUM* [ ]

$\Sigma R/N_R$

COPED : DECK 40

The following instruments are to be coed in this deck:

ADULTS: PART I
- A-1 BIOGRAPHICAL INFORMATION
- A-2 BUILDING STRUCTURE
- A-3 ESTIMATES----→See also Deck 41

* * * * * * * * * *

A-1 BIOGRAPHICAL INFORMATION (ADULTS: PART I)

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 40	
8	COPED center identification	
9	School system in each area	
10-11	Question 1: School building	
12-14	Respondent ID number	
15	Date of testing	
16-17	Question 2: Respondent title	
18	Question 5: Respondent sex	
19	Question 15: Respondent race	
20	Question 17: Respondent s.e.s.	
21	Question 4: Respondent age	
22	Question 11: Respondent college degree	
23	Qiestion 9: Respondent tenure status	
24	Question 14: Religious preference	
25-26	Leave blank -- incorporated into Cols. 16-17.	

27 Question 3: At what level do you work?

1. Preschool (nursery and kindergarten)
2. Elementary
3. Middle school or junior high school
4. High school
5. Other -- anything that is definitely not codable into the given categories
6. Several or all levels
7. Central office
8.]
9.] CIRCULATE THE INFORMATION TO OTHER CENTERS AS SOON AS THERE IS A NEED TO USE ANY OF THESE THUS FAR UNUSED CODES.
0. NA (No number is checked.)

COLUMN CONTENT

28 Q.6: Years completed in this school system

29 Q.7: Years completed in this school building

30 Q.8: Years completed in your present position

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CHECKED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Less than one year
2. 1 year
3. 2 years
4. 3-5 years
5. 6-10 years
6. 11-15 years
7. 16-20 years
8. 21 or more years

0. NA (No number is checked for the given question.)

31 Question 13: What type of institution did you attend?

1. No formal education beyond high school
2. Two-year junior college
3. Two or three-year normal school
4. Four-year teacher's college
5. Teacher preparation unit of a state college
6. Teacher preparation unit of a university
7. Other unit or department of a university
8. Liberal arts college (not part of a university)
9. Others--any other responses that cannot be coded into one of the above 8 categories

0. NA (No number is checked.)

32 Question 10: Marital status

1. Single
2. Married
3. Divorced or separated
4. Widowed

0. NA (No number is checked.)

33 Leave blank: Q.12 (Experience) is to be coded in Cols. 43-52.

34 Question 16/a: Please check one:

1. If checked "My father _____had"
2. If checked "My mother _____had"

0. NA (Question 16 is not answered in entirety.)

COLUMN CONTENT

35-36 Question 16/b: Father or mother's education

CODE	IF CHECKED	
00.	0	None
01.	1	Some elementary school
02.	2	Finished elementary school
03.	3	Some high school
04.	4	Finished high school
05.	5	Some college
06.	6	Graduated from college
07.	7	Some post-graduate work, M.A., etc. (Include "Bachelor's equivalent" if written in)
08.	8	Received a doctoral degree (Include Ph.D., Ed.D., M.D. & B.D.)
09.		Additional non-academic training beyond high school (trade school, etc.)
10.		Professional degree such as law, dentistry, pahrmacy
11.		Post-doctoral study or training
12.		College-level work (art school, nursing, business college, etc.)
13.		Response not codable into one of the above ("European education," etc.)
77.		DK (Actually written in DK)
99.		NA (No number is checked and nothing is written in.)

37-42 See next two pages.

Question 12: Experience

43-44 Item 1: # years as a teacher

45-46 Item 2: # years as a principal or an assistant principal

47-48 Item 3: # years as a central office administrator

49-50 Item 4: # years in another capacity in education

51-52 Total years . . .

IN THE ASSIGNED COLUMNS FOE EACH ITEM, CODE THE ACTUAL NUMBER OF YEARS WRITTEN IN BY THE RESPONDENT WITH THE ADDITION OF:

77. DK (Actually written in to this effect)

88. When the 4 items do not add up to the total figure and we have no way to tell which item(s) were skipped, then code all the blank items 88.

99. NA (Only when the entire question is not answered.)

* * * * * * * * * *

A-2 BUILDING STRUCTURE (ADULTS: PART I)

COLUMN CONTENT

37-38 Question 1: If you were to look at this school's staff of teachers as a group .?

CODE	IF CHECKED
01.	a.
02.	b.
03.	c.
04.	d.
05.	Large group--no isolates
06.	2 large groups--no isolates
07.	Clearly several sub-groups, mixed groups (large and small) plus isolates
08.	Several equal-size sub-groups
09.	Pyramidal

10. Egalitarian ring

11. Split principal (principal of 2 different buildings simultaneously)--he is in the middle

12. Split principal being close to one of the two buildings

13.
14.
..
..

CIRCULATE THE INFORMATION TO OTHER CENTERS AS SOON AS THERE IS A NEED TO USE ANY OF THESE THUS FAR UNUSED CODES.

77. DK (Actually written in to this effect)

99. NA (No check or drawing made)

Question 2: This question is there mainly to ensure if we are receiving correct information from the respondent. This does not have to be coded. However, before you code Questions 3 and 4, please look at Cols. 16-17 and select only those who (to your best judgment) would be familiar with the school building. For instance, Superintendent (02 in Cols. 16-17), Other district or central office adminstrator (07) and Board member (01) must be excluded when you code the following questions. For those excluded people (not applicable), code 9's in Cols. 39 through 42.

COLUMN CONTENT

39-40 Question 3: Respondent's position -- interpreting the placement of the "X"

Col. 39 (Which drawing)	Col.40 (Interpreting the "X")
1. drawing a.	1. He is alone (including an "X" placed outside the box*)
2. drawing b.	2. He is in a dyad--two person group
3. drawing c.	3. He is in a three person group
4. drawing d.	4. He is on the periphery of a large group
	5. He is at the center of a large group
5. any drawing (other than above 4) given by the R.	6. In a small group (between 4-7 people)
	7. DK (Written in to this effect)
	8. In a diffuse group
9. Inap.	9. Inap.
0. NA	0. NA

*Please make sure that the R is an appropriate person to be coded here.

41-42 Question 4: School principal's position in relations to the teaching staff?

CODES EXACTLY THE SAME AS IN COLS. 39-40.

It is suggested that the following discrepancy information can be obtained on the building level. Any further work of this nature must be done in working deck(s). Therefore, you do not have to machine punch the following.

Discrepancy scores between the staff placement of their principal (placement of the "P") and principal's own self-rating were broken down as follows WITHIN EACH BUILDING:

1. Almost complete agreement between staff and principal's opinion
2. More than 75% of staff agree with the principal
3. 50% of staff agreeing with the principal
4. More than 75% of staff disagreeing with the principal
5. Almost complete disagreement between staff and principal

* * * * * * * * * *

53-74 Leave blank

* * * * * * * * * *

A-3 ESTIMATES (ADULTS: PART I)

This instrument is to be coded fully in Deck 41. Only 3 sets of discrepancy measures between Questions 1 and 3 are to be machine punched in this deck. You have already received from Daniel Callahan in New York a detailed program to get these scores. If you have any questions on the program, please contact him.

COLUMN	CONTENT
75-76	PERCEIVED DISCREPANCY (PD) is the discrepancy between the subordinate's actual goals and the ones he (the subordinate) perceives the superior as having.
77-78	ACTUAL DISCREPANCY (AD) is defined as the discrepancy between the subordinate's actual goals and the actual goals of his immediate superior.
79-80	AUTISTIC DISCREPANCY (AuD) is the discrepancy between the goals the subordinate perceives his superior as having and the goals he (the superior) actually has.

* * * * * * * * * *

COPED : DECK 41

The following instrument is to be coded in this deck:

ADULTS: PART I A-3 ESTIMATES

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 41
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING

* * * * * * * * * *

A-3 ESTIMATES (ADULTS: PART I)

Question 1: A school system . . what are four primary objects . . for the next 2 years?

IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 10 ITEMS, PLEASE CODE THE WRITTEN NUMBERS AS FOLLOWS:

1. If written in # 1
2. If written in # 2
3. If written in # 3
4. If written in # 4

5. If no number is written in

0. NA (Only when the entire page, i.e., entire question 1, is left blank--all 10 columns, 25-34, should get 0's.)

When less than 4 are answered code only those numbers given or use your best judgment. However, when more than 4 items are numbered, please code only the first 4 items and the rest as 5's.

COLUMN CONTENT

Question 1: A school system . . . what are four primary objects . . . for the next two years?

25 Item 1: Reducing the dropout rate.
26 Item 2: Improving attention to basic skills in the first three grades.
27 Item 3: Improving attention to physical health and safety of students.
28 Item 4: Increasing children's motivation and desire to learn.
29 Item 5: Improving learning opportunities for disadvantaged children.
30 Item 6: Increasing the percentage of college attendance by seniors.
31 Item 7: Improving discipline and the behavior of "difficult" children.
32 Item 8: Improving the quality of student academic achievement at all levels.
33 Item 9: Improving children's adherence to moral, ethical, and patriotic standards.
34 Item 10: Improving learning opportunities for gifted or talented children.

35 Question 2: Please think of the person . . . you represent . . .

1. Teacher or teacher aide
2. Department head
3. Principal
4. Central office administrator, other than Superintendent
5. Board
6. Superintendent or district superintendent
7. Community
8. CIRCULATE THE INFORMATION TO OTHER CENTERS AS SOON AS THERE IS A NEED TO USE THIS CODE.
9. Other (Only non-academic personnel)
0. NA (No number is checked.)

Question 3: Now here is the same list of objectives again . . the person or group would regard as the most important . . . for the next two years?

TEN ITEMS USED HERE ARE IDENTICAL TO THOSE 10 ITEMS UNSED IN Q. 1

36 Item: 1
37 2
38 3
39 4
40 5
41 6
42 7
43 8
44 9
45 10

IN THE ASSIGNED COLUMN FOR EACH ITEM, PLEASE CODE THE WRITTEN NUMBERS AS YOU HAVE DONE FOR QUESTION 1, IN COLUMNS 25 THROUGH 34.

COLUMN CONTENT

Question 4: People often leave their jobs for a variety of reasons . . .

46-47 Code the actual percentage given for neutral reasons*

DO NOT CODE the actual percentage given for the positive reasons. (Col. 48 is to be used for discrepancy scores between Questions 5 & 6-- see after Col. 67)

49 Leave blank

50-51 Code the actual percentage given for negative reasons*

* When three figures (%'s of neutral, positive, and negative reasons) do not add up to 100%, please adjust the neutral response. When 100% falls into one of the three categoires, code 98 in appropriate columns and others 00 and 00. When two given figures do not add up to 100%, and the third one is left blank, use your judgment. When the entire question is skipped code 9's in Cols. 46-47 and 50-51.

Question 5: Which two characteristics do you think actually count most in getting ahead in this school system?

IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 8 ITEMS, PLEASE CODE THE WRITTEN NUMBERS AS FOLLOWS:

1. If written in # 1
2. If written in # 2
3. Items left un-numbered

0. NA (Only when the entire question is not answered, i.e., no item is numbered--all 8 columns, 52-59, should get 0's.)

When less than 2 numbers are given, code only one number given and the rest as 3's. However, when more than 2 items are numbered, code only items numbered 1 and 2 and others as 3's.

52 Item 1: Quality of work done

53 Item 2: Quantity of work done

54 Item 3: Dependability

55 Item 4: Imaginativeness, inventiveness, creativity

56 Item 5: Seniority

57 Item 6: Formal education completed

58 Item 7: How well one is liked by his immediate superior

59 Item 8: How well one is liked by the people in the central office

COLUMN CONTENT

Question 6: Which two characteristics do you think should . . .
Items are exactly the same as those for Question 5---See previous page.

60 Item: 1
61 2
62 3
63 4
64 5
65 6
66 7
67 8

IN THE ASSIGNED COLUMN FOR EACH ITEM, PLEASE CODE THE WRITTEN NUMBERS AS YOU HAVE DONE FOR QUESTION 5, IN COLUMNS 52 THROUGH 59.

48 TOTAL DISCREPANCY SCORE between Questions 5 and 6

Make the discrepancy scores by subtracting item by item, Q. 6 from Q. 5 as follows:

Question 5 Item	Col.		Question 6 Item	Col.		±	
1	52	-	1	60	=		[ ]
2	53	-	2	61	=		[ ]
3	54	-	3	62	=		[ ]
4	55	-	4	63	=		[ ]
5	56	-	5	64	=		[ ]
6	57	-	6	65	=		[ ]
7	58	-	7	66	=		[ ]
8	59	-	8	67	=		[ ]

Sum total of [absolute scores] ----->Code this total score in Col. 48 (range of code: 0-6)

If one of the two questions is not answered in entirety, please code 8; only when both questions not answered code 9.

68 Question 7: Where would you like to be working five years from now?

1. In this school system
2. In another school system

→ Code Col. 69 fully.

3. In a university or college
4. In an area other than education
5. Any other educational setting that cannot be coded elsewhere
6. Related to any educational associations (NEA, MEA, etc.) or Union
7. General educational services, not in any educational setting (i.e., psychological or counselling services; special educational clinics, testing, etc.)

→ Code 9 in Col.69.

8. "I will be retiring."
9. CIRCULATE THE INFORMATION AS SOON AS THERE IS A NEED TO USE THIS CODE.
0. NA (No number is checked.)

COLUMN CONTENT

69 Question 8: If you would like to be working in a school system five years from now, what would you like to be doing?

1. Teacher
2. Principal or assistant principal
3. Superintendent
4. Administrator in a central office
5. Curriculum director, supervisor or coordinator
6. Guidance or psychological service
7. Wants a position on the same level or lower level
8. Wants a higher position
9. Inap. (R would not like to work in a school system.)
0. NA (No number is checked.)

70-71 Question 9: What do you think is the possibility for your being in the position .

CODE THE ACTUAL PERCENTAGE CIRCLED WHILE CODING:

0% as 00
100% as 98

NA as 99 (When no percentage is circled.)

Are you affiliated with any particular school building?

If answered YES code questions 10 through 18 (Cols. 72 through 80).

If answered NO code 9's in Columns 72 through 80.

IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 9 QUESTIONS, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Always
2. Almost always
3. Often
4. Only sometimes
5. Almost never
7. DK (Actually written in DK; or number(s) circled and erased)
9. Inap. (Respondent not affiliated with a school building)
0. NA (No number is circled for the given question.)

COLUMN	CONTENT
72	Question 10: I find my job very exciting and rewarding.
73	Question 11: I am just a cog in the machinery of this school.
74	Question 12: I feel involved in a lot of activities that go on in this school.
75	Question 13: I do things at school that I wouldn't do if it were up to me.
76	Question 14: I really don't feel satisfied with a lot of things that go on in this school.
77	Question 15: Though teachers work near one another, I feel as if I am on an island by myself.
78	Question 16: In the long run, it is better to be minimally involved in school affairs.
79	Question 17: I have a lot of influence with my colleagues on educational matters.
80	Question 18: I feel close to other teachers in this school.

COPED : DECKS 42, 43, 44 & 45

Instrument A-4 DO'S AND DON'TS (ADULTS: PART I) is to be coded in 4 decks as follows:

Deck 42: Questions 1 through 8 (COPED FORM A-4, Page 2)
Deck 43: Questions 9 through 16 (COPED FORM A-4, Page 3)
Deck 44: Questions 17 through 24 (COPED FORM A-4, Page 4)
Deck 45: Questions 25 through 27 (COPED FORM A-4, Page 5)

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 42, 43, 44 or 45
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING IN ALL 4 DECKS: 42, 43, 44 & 45

* * * * * * * * * *

Instrument A-4 DO'S AND DON'TS (ADULTS: PART I) has 27 questions for which three questions are asked about the respondent's estimates on other peoples feelings and one question on his own feelings.

First three questions are to be coded in double columns and the fourth one in one column. In other words, a set of 7 columns takes care of each statement as follows:

1st two columns:
2nd two columns:
3rd two columns:

Code the actual percentages given under each heading question in double columns provided. When less than three categories make up 100%, the blank categories (i.e., no percentage is given under one or two headings) should be coded with 00; when one category receives 100%, this should be coded as 98 and other two as 00 and 00.

In case where three figures do not add up to 100%, adjust the figure given for the neutral response, i.e., the response given under the third column in the instrument. Do not code NA (99) unless the entire question is not answered, i.e., all three questions skipped.

4th single column: PLEASE CODE THE CHECKED ITEM AS FOLLOWS:

1. If checked under the heading of [1]-- . . SHOULD
2. If checked under the heading of [2]-- . . SHOULD NOT
3. If checked under the heading of [3]-- . . neutral
0. NA (No check appears in any of three lines for the given question.)

* * * * * * * * * *

USING THE CODING INSTRUCTIONS GIVEN IN THE PREVIOUS PAGE, PLEASE CODE ALL 27 QUESTIONS IN THE ASSIGNED DECKS AND COLUMNS AS INDICATED IN THE INSTRUMENT:

COLUMN	CONTENT	DECK 42	DECK 43	DECK 44	DECK 45
25-26	[1]				
27-28	[2]	Q.1	Q. 9	Q.17	Q.25
29-30	[3]				
31					
32-33	[1]				
34-35	[2]	Q.2	Q. 10	Q.18	Q.26
36-37	[3]				
38					
38-40	[1]				
41-42	[2]	Q.3	Q. 11	Q.19	Q.27
43-44	[3]				
45					
46-47	[1]				
48-49	[2]	Q.4	Q. 12	Q.20	
50-51	[3]				
52					
53-54	[1]				
55-56	[2]	Q.5	Q. 13	Q.21	
57-58	[3]				
59					
60-61	[1]				
62-63	[2]	Q.6	Q. 14	Q.22	
64-65	[3]				
66					
67-68	[1]				
69-70	[2]	Q.7	Q. 15	Q.23	
71-72	[3]				
73					
74-75	[1]				
76-77	[2]	Q.8	Q. 16	Q.24	
78-79	[3]				
80					

LEAVE COLUMNS 46 THROUGH 80 BLANK IN DECK 45.

COPED : DECKS 46 & 47

Instrument A-5 RELATIONSHIPS (ADULTS: PART I) is to be coded in 2 decks as follows:

Deck 46: Questions 1 & 2 (COPED FORM A-5, Page 1)
Deck 47: Questions 3 & 4 (COPED FORM A-5, Page 2)

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number 46 or 47
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING IN BOTH DECKS: 46 & 47

* * * * * * * * * *

Each of the four questions in this instrument has three sets of identical questions for three persons and 3 sets of columns are provided for them. The coding convention is exactly the same for each person. However, it is highly possible that a respondent may not answer fully by providing all 3 persons in each question. For this reason, coding has to be extremely carefully done to achieve a maximum clarity in each category.

FOR EACH PERSON CODE AS FOLLOWS:

COLUMN CONTENT

4 Cols. INITIALS: Code the actual alphabets given by the respondent, beginning from the first column; code 8's into the unused columns. If a respondent writes in NONE specifically, code 0's in all columns assigned for one question, i.e., 8 columns. Only when other information is given on a person without mentioning his or her initials, code 8's in the first 4 columns.

2 Cols. JOB OR POSITION:

00. None (if coed 0's in the first 4 cols.)

01.
02.
03.
..
..
..
79

USE THE SAME CODES FOR ADULT RESPONDENT'S JOB OR POSITION IN COLS. 16-17 with the EXCEPTION of:

30. Teacher
40. Teacher aide
50. Department head
60. Curriculum supervisor, coordinator
70. Resources teacher

77. DK (Written in to this effect)
88. Initials given but not answered here
99. NA (Only when the entire question not answered)

1 Col. JOB LOCATION:

0. None (if coded 0's in the first 4 cols.)
1. In my building
2. In another building
3. In central office
7. DK (Actually written in to this effect)
8. NA (Initials and/or job or position given but not answered here)
9. NA (Entire question not answered)

1 Col. FORMAL RANK IN THE SCHOOL SYSTEM:

0. None (If coded 0's in the first 4 cols.)
1. At my level
2. Above my level
3. Below my level
7. DK (Actually written in to this effect)
8. NA (Initials, job, and/or job location given but not answered here)
9. NA (Entire question not answered)

IF ONLY ONE PERSON IS MENTIONED, CODE 8'S IN TWO SETS OF COLUMNS (16) ASSIGNED FOR THE SECOND AND THE THIRD PERSONS.

IF ONLY TWO PERSONS ARE MENTIONED, CODE 8'S IN THE SET OF (8) COLUMNS ASSIGNED FOR THE THIRD PERSON.

USING THE SAME CODING CONVENTION DESCRIBED ABOVE, PLEASE CODE 4 PARTS FOR EACH PERSON IN THE ASSIGNED DECKS AND COLUMNS AS FOLLOWS:

COLUMN	CONTENT	
25-28	INITIALS	Code first person mentioned in Q.1 in Deck 46
29-30	JOB OR POSITION	
31	JOB LOCATION	Code first person mentioned in Q.3 in Deck 47
32	FORMAL RANK	
33-36	INITIALS	Code 2nd person mentioned in Q.1 in Deck 46
37-38	JOB OR POSITION	
39	JOB LOCATION	Code 2nd person mentioned in Q.3 in Deck 47
40	FORMAL RANK	
41-44	INITIALS	Code 3rd person mentioned in Q.1 in Deck 46
45-46	JOB OR POSITION	
47	JOB LOCATION	Code 3rd person mentioned in Q.3 in Deck 47
48	FORMAL RANK	
49-52	INITIALS	Code 1st person mentioned in Q.2 in Deck 46
53-54	JOB OR POSITION	
55	JOB LOCATION	Code 1st person mentioned in Q.4 in Deck 47
56	FORMAL RANK	
57-60	INITIALS	Code 2nd person mentioned in Q.2 in Deck 46
61-62	JOB OR POSITION	
63	JOB LOCATION	Code 2nd person mentioned in Q.4 in Deck 47
64	FORMAL RANK	
65-68	INITIALS	Code 3rd person mentioned in Q.2 in Deck 46
69-70	JOB OR POSITION	
71	JOB LOCATION	Code 3rd person mentioned in Q.4 in Deck 47
72	FORMAL RANK	

* * * * * * * * * *

73-80 Leave blank in both decks 46 and 47.

COPED : DECK 48

The following instrument is to be coded in this deck:

ADULTS: PART I A-6 MEETINGS

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 48	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16-17	Respondent role or position	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s.	
21	Respondent age	
22	Respondent college degree	
23	Respondent tenure status	
24	Religious preference	

* * * * * * * * * *

A-6 MEETINGS (ADULTS: PART I)

COLUMN	CONTENT
25	LEAVE BLANK ---->See Cols. 79-80 for "Name of the meeting you are considering"
26	How often does it usually meet?

1. Daily
2. Several times a week
3. Every week
4. About twice a month
5. Once a month or so
6. About every two months
7. 3 or 4 times a year
8. Less frequently

0. NA (Not answered)

COLUMN CONTENT

27 Length of typical meeting

1. A half hour or so
2. One hour
3. About two hours
4. About three hours
5. Whole morning, afternoon or evening--about four hours
6. All day
7. More than one day

0. NA (Not answered)

Following 37 questions (Question 1 through Question 37) are to be coded into two general categories, positive and negative. Please notice that the items do not fall into two categories in a consecutive order.

POSITIVELY SCALED ITEMS: IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 15 QUESTIONS, CODE AS FOLLOWS:

CODE	IF WRITTEN IN
6.	+3
5.	+2
4.	+1
3.	-1
2.	-2
1.	-3
7.	DK (Actually written in DK; or number(s) written in and erased)
0.	NA (No number is given for the given question.)

COLUMN CONTENT

28 Q. 1: When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.

31 Q. 4: People ask why the problem exists, what the causes are.

34 Q. 7: The group discusses the pros and cons of several different alternate solutions to a problem.

36 Q. 9: The average person in the meeting feels that his ideas have gotten into the discussion.

37 Q.10: Someone summarizes progress from time to time.

39 Q.12: Either before the meeting or at its beginning, any group member can easily get items on to the agenda.

41 Q.14: The group discusses and evaluates how decisions from previous meetings worked out.

45 Q.18: When a decision is made, it is clear who should carry it out, and when.

47 Q.20: From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

50 Q.23: When the group is thinking about a problem, at least two or three different solutions are suggested.

Continued on next page.

Continued from the previous page . . . 15 positively scaled items:

COLUMN	CONTENT
52	Q. 25: Some very creative solutions come out of this group.
54	Q. 27: When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.
56	Q. 29: People give their real feelings about what is happening during the meeting itself.
57	Q. 30: People feel very committed to carrying out the solutions arrived at by the group.
~~5864~~	Q. 37: People feel satisfied or positive during the meeting.

NEGATIVELY SCALED ITEMS: IN THE ASSIGNED COLUMN FOR EACH OF THE FOLLOWING 22 QUESTIONS CODE AS FOLLOWS:

CODE	IF WRITTEN IN
1.	+ 3
2.	+ 2
3.	+ 1
4.	- 1
5.	- 2
6.	- 3
7.	DK (Actually written in DK; or number(s) written in and erased)
0.	NA (No number is given for the given question.)

COLUMN	CONTENT
29	Q. 2: The first solution proposed is often accepted by the group.
30	Q. 3: People come to the meeting not knowing what is to be presented or discussed.
32	Q. 5: There are many problems which people are concerned about which never get on the agenda.
33	Q. 6: There is a tendency to propose answers without really having thought the problem and its causes through carefully.
35	Q. 8: People bring up extraneous or irrelevant matters.
38	Q. 11: Decisions are often left vague--as to what they are, and who will carry them out.
40	Q. 13: People are afraid to be openly critical or make good objections.
42	Q. 15: People do not take the time to really study or define the problem they are working on.
43	Q. 16: The same few people seem to do most of the talking during the meeting.
44	Q. 17: People hesitate to give their true feelings about problems which are discussed.
46	Q. 19: There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.

Continued on the next page.

Continued from the previous page . . . 22 negatively scaled items:

COLUMN	CONTENT
48	Q. 21: The same problems seem to keep coming up over and over again from meeting to meeting.
49	Q. 22: People don't seem to care about the meeting, or want to get involved in it.
51	Q. 24: When there is disagreement, it tends to be smoothed over or avoided.
53	Q. 26: Many people remain silent.
55	Q. 28: The results of the group's work are not worth the time it takes.
58	Q. 31: When the group is supposedly working on a problem, it is really working on some other "under the table" problem.
59	Q. 32: People feel antagonistic or negative during the meeting.
60	Q. 33: There is no follow-up of how decisions reached at earlier meetings worked out in practice.
61	Q. 34: Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.
62	Q. 35: There are splits or deadlocks between factions or subgroups.
63	Q. 36: The discussion goes on and on without any decision being reached.

65-66 SUM TOTAL OF POSITIVELY SCALED ITEMS: Take 15 positively scaled items together and tabulate the sum total of their scores as follows:

$$\frac{\left[\begin{array}{l}\text{Add up all the scores excluding 7's}\\ \text{and 0's in 15 positively scaled items}\end{array}\right]}{\left[\begin{array}{l}\text{Number of valid items=(15)-(\# of items}\\ \text{coded 7's and 0's)}\end{array}\right]} = \text{The range of scores would be 1.0 to 6.0}$$

CODE THE FIRST FULL NUMBER IN COL. 65
CODE THE FIRST DECIMAL NUMBER IN COL. 66----> To get this score round off to the first decimal point.

FOR EXAMPLE:

+ items	coded score
Q. 1	6
Q. 4	2
Q. 7	1
Q. 9	6
Q. 10	7
Q. 12	5
Q. 14	4
Q. 18	4
Q. 20	3
Q. 23	2
Q. 25	1
Q. 27	1
Q. 29	7
Q. 30	0
Q. 37	6
Total=41 (excluding 7 and 0)	

Sum total = $\frac{41}{12} = \frac{\text{Col.65}}{3.}\ \frac{\text{Col.66}}{4}$

COLUMN CONTENT

67-68 SUM TOTAL OF NEGATIVELY SCALED ITEMS (THOSE ITEMS NOT INCLUDED IN THE ABOVE SUM): Take 22 negatively scaled items togetherand tabulate the sum total of their scores as follows:

$$\frac{\left[\text{Add up all the scores excluding 7's and 0's in 22 negatively scaled items}\right]}{\left[\text{Number of valid items=(22)-(\# of items coded 7's or 0's)}\right]} = \text{The range of scores would be 1.0 to 6.0}$$

CODE THE FIRST FULL NUMBER IN COL. 67
CODE THE FIRST DECIMAL NUMBER IN COL. 68----→To get this score round off to the first decimal point.

69-71 GRAND TOTAL SUM of scores of both positively and negatively scaled items: Add up two scores in Cols. 65-66 and 67-68 and code two full numbers in Cols. 69-70 and the first decimal number in Col.71.

FOR EXAMPLE:		Col. 69	Col. 70	Col. 71
Cols.65-66, coded	5.9			
Cols.67-68, coded	4.5			
Total	10.4--------	1	0.	4

72-73 Question 38: . . what percentage of time . . . spent on these two kinds of . . (See also Col.78)

Code only the actual percentage given for "Time spent on problem-solving," after making sure that this and "Time spent on information-giving" add up to 100%.

Code 100% as 98
Code NA as 99

74-75 Question 39: Now, . . what percentage of time do you think should . . . (See also Col. 78)

CODES THE SAME AS FOR QUESTION 38, COLS. 72-73.

COLUMN CONTENT

76-77 Question 40: Is there anything else that usually or typically happens in this meeting?

A. POSITIVE RESPONSES

01. Physical make-up of meetings--Code here any other comments that cannot be coded into following categories.

02. Size--group is a good size; functional size

03. Length--meetings are short; don't run overtime

(04-09 are open as of March 1967)

10. Way people interact in meetings--Code here any other comments that cannot be coded into following categories.

11. Atmosphere--meetings are informal; good feelings exist among group members

12. Involvement of all--honest attempt to involve all members of the group; try to involve those who have hard time voicing their opinions; meetings are democratic

13. Good exchange of ideas--good discussions

(14-19 are open as of March 1967)

20. Topics discussed--Code here any other comments that cannot be coded into the following category

21. Relevant topics discussed--time not wasted on trivial matters; things on agenda get done; important problems are solved

(22-29 are open as of March 1967)

30. Way meetings are organized to get work done in or out of meeting--Code here any other comments that cannot be coded into the following categories.

31. Study committees are used--problems are discussed outside meeting and brought to meeting by study committee; future work of committees is discussed

32. Good leadership of meetings--leaders of meetings keep us moving

33. Use of agenda--agenda is distributed before meeting; we follow agenda closely

(34-39 are open as of March 1967)

40. Other responses--Code here any other positive comments that cannot be coded elsewhere.

41. Type of meeting unique--this was a lecture meeting so many categories don't apply

(42-49 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
76-77	Q. 40: cont.
cont.	B. NEGATIVE RESPONSES

50. Physical make-up of meetings--Code here any other responses that cannot be coded into following categories.

51. Size--Group is too large; poor size

52. Length--meetings too long; run overtime

(53-59 are open as of March 1967)

60. Way people interact in meetings--Code here any other comments that cannot be coded into following categories.

61. Group divided into cliques--same people always sit together

62. Meetings not democratic--a few individuals always take the lead; group's views are not respected by leaders

63. Attempts to impress those in power--many teachers play up to principal at meeting

(64 is open as of March 1967)

65. Comments about atmosphere of group that affect interaction--Code here any other comments that cannot be coded into the following categories.

66. Administrative matters control agenda--administrators control meetings

67. Forced attendance--people must attend meetings whether it pertains to their field or not; elementary teachers must stay for high school teachers' meetings

68. Lack of interest in meetings--people don't care; do other things like mark papers; won't speak out; won't listen; come late; don't come at all; prefer to attend to other duties rather than meetings

(69 is open as of March 1967)

70. Topics discussed--Code here any other comments that cannot be coded into following categories.

71. Repetition of agenda items--the same things are discussed at different meetings; one area receives all the attention; other areas ignored or left undiscussed

(72-79 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

76-77 Q. 40: cont.

cont. B. cont.

80. Meetings aren't set up to get work done--Code here any other comments that cannot be coded into following categories.

81. Informal meetings--not enough structure

82. Lack of preparation--people come unprepared; don't plan for meetings; speakers aren't prepared

83. Seldom complete agenda--never finish work; never get anything done

84. Don't follow up decisions--decisions are made and not acted on; nobody ever follow up what we decide to do

85. Decisions not reached in meeting--made later by a few

90. Other responses--Code here any other comments that cannot be coded anywhere else.

(91-98 are open as of March 1967)

00. DK (Actually written in to this effect)

99. NA (No answer is given.)

---

78 Questions 38 & 39: . . . what percentage of time . . spent on these two kinds of .

1. Some activity is mentioned with regard to Q. 38.
2. Some activity is mentioned with regard to Q. 39.
3. No activity is mentioned with regard to either Q. 38 or Q. 39.
4. Some activity is mentioned with regard to both questions 38 and 39.

79-80 Name of the meeting you are considering

01. Central curriculum committee or council
02. Administrative council or cabinet
03. Building faculty meetings
04. Board meetings

(05-09 are open as of March 1967)

10. Department meetings--If the respondent specifies the department or the sub-unit of the department which is meeting, use one of the following.

11. English
12. Math
13. Social studies
14. Foreign language
15. Special subjects (art, music, shop, etc.)
16. Team meetings

(17-19 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
79-80 cont.	Name of the meeting . . . , cont.

20. Pupil Personnel Services--If the specific service or the function of the meeting is named, use one of the following codes.

    21. Nurses
    22. Psychologists
    23. Guidance
    24. Screening of students
    25. Case conferences
    26. Speech correction
    27. Social workers

(28-29 are open as of March 1967)

30. Special projects--If the respondent specifies the project, use the following categories.

    31. COPED
    32. Able
    33. Search
    34. DEEP
    35. Quincy Report

(36-39 are open as of March 1967)

40. Special committees or task forces--If specified, use the following.

    41. Professional study committee
    42. Secondary math committee
    43. Special education
    44. Improvement of instruction
    45. Educational policies
    46. Report card evaluation
    47. Reading council
    48. Audio-visual coordination
    49. Book-review meetings

50. Professional Associations and Clubs--If specified, use the following.

    51. Teachers' Association-Advisory Council
    52. Teachers' Association-Executive Board
    53. Teachers' Club
    54. Educational Secretaries Association

(55-59 are open as of March 1967)

60. Role group meetings

    61. Principals
    62. Secretaries
    63. Instructional material staff

(64-69 are open as of March 1967)

(70, 80 & 90 can be used for other broad categories as above.)

99. NA (Not answered)

Instrument A-13 FINAL REACTION is to be coded in two decks as follows:

Deck 49: FINAL REACTIONS (ADULTS: PART I)
Deck 60: FINAL REACTIONS (ADULTS: PART II)

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 49 or 60
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING IN BOTH DECKS 49 & 60

* * * * * * * * * *

A-13 FINAL REACTIONS (ADULTS: PART I AND II)

COLUMN CONTENT

25-26 Question 1: About how long did you spend in filling out these questionnaires?

COLUMN 25	COLUMN 26
0. 0 hour	0. 0 minute
1. 1 hour	1. 1 - 9 minutes
2. 2 hours	2. 10-19 minutes
3. 3 hours	3. 20-29 "
	4. 30-39 "
	5. 40-49 "
	6. 50-59 "
9. NA*	9. NA*

* There will be never a number and a "9" or a "9" and a number combination. Only when the question not answered, 99 should be coded in both columns.

COLUMN		CONTENT
		Question 2: If you had any of the feelings listed below . . .
27	1	Amused
28	2	Annoyed
29	3	Bored
30	4	Committed
31	5	Confused
32	6	Curious
33	7	Doubtful
34	8	Embarrassed
35	9	Frustrated
36	10	Frank
37	11	Hopeful
38	12	Interested
39	13	Mistrustful
40	14	Nervous
41	15	Obligated
42	16	Resentful
43	17	Stimulated
44	18	Tired
45	19	Uncertain
46	20	Uninvolved

IN THE ASSIGNED COLUMN FOR EACH ITEM, PLEASE CODE AS FOLLOWS:

1. If the item is checked
2. If the item is not checked

0. NA (Only when the entire question is not answered--in other words, there is no way to tell if actually one or more items got missed out by the respondent. Therefore, 0's should always appear in Cols. 27 through 46.)

All other feelings written in should be re-coded into these 20 categories.

47-52 Leave blank

53-54 SUM TOTAL OF ITEMS IN QUESTION 2: Take only the checked items or those items coded "1" in Cols. 27 through 46 and give weights as follows:

IF CHECKED		GIVE WEIGHT
Item:	1 (+)	3
	2	1
	3	1
	4 (+)	3
	5	1
	6 (+)	3
	7	1
	8	1
	9	1
	10 (+)	3
	11 (+)	3
	12 (+)	3
	13	1
	14	1
	15	1
	16	1
	17 (+)	3
	18	1
	19	1
	20	1
	+	
Total weight		[ ]

Total average score

$$= \frac{\text{Total weight}}{\text{\# of items answered (Maximum is 20)}}$$

CODE THE FIRST FULL NUMBER IN COL. 53 -

CODE THE FIRST DECIMAL NUMBER IN COL. 54---Round off to the first decimal point.

COLUMN CONTENT

55 Question 3: Did you find any of the questionnaires especially difficult, confusing, or ambiguous?

1. If YES checked----→Code the written answer in Cols. 56-61 for ADULTS: PART I and Cols. 62-67 for PART II
2. If NO checked ----→Code 8's in Cols. 56-61 for ADULTS: PART I and in Cols. 62-67 for ADULTS: PART II
9. When the entire question 3 is left blank and there is no way to tell if he means "NO," code 9's in Cols. 56-61 or 62-67.

Question 3: If yes, which (use title)?

56	Instrument A-1	Leave blank in Deck 60
57	Instrument A-2	
58	Instrument A-3	
59	Instrument A-4	
60	Instrument A-5	
61	Instrument A-6	
62	Instrument A-7	Leave blank in Deck 49
63	Instrument A-8	
64	Instrument A-9	
65	Instrument A-10	
66	Instrument A-11	
67	Instrument A-12	

CODE THE MENTIONED INSTRUMENTS IN THE ASSIGNED COLUMNS AS FOLLOWS:

1. If mentioned
2. If not mentioned
8. Inap. (None was difficult, i.e., coded 2 in Col. 55)
0. NA (If coded 1 in Col. 55 but not answered as to which inst.)
9. If coded 9 in Col. 55

68-74 Leave blank

75-76 Question 4: What was it about these questionnaires that made you feel this way?

A. POSITIVE RESPONSES

01. Physical characteristics--Code here any other responses that cannot be coded into the following categories.
02. Length--good length; not too long
03. Clarity of questions--questions clear; well worded; easy to follow
04. Time given--it was a good time to have the questionnaire; took it at a good time

(05-09 are open as of March 1967)

10. Positive feelings about nature of questionnaire--Code any other responses that cannot be coded into the following categories.
11. Content was good--R felt it was a worthwhile questionnaire to fill out; good ideas; thought provoking; valuable things to study; time spent fruitfully in filling out Q's
12. Asked respondent for opinion--wanted to know how I felt
13. Comprehensive coverage of issues

(14-19 are open as of March 1967)

20. Generally positive responses--Code here any positive or neutral, but general responses that cannot be coded into any of above cate.

(21-29 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
75-76	Q. 4: cont.
cont.	B. NEGATIVE RESPONSES

30. Physical characteristics--Code any other responses that cannot be coded into following categories.

31. Length--too long; it took too long to take this; repetitious

32. Lack of clarity--questions vague; not explicit enough; ambiguous; not clear; seemed irrelevant; unfamiliar

33. Time--given at a bad time; should have been at another time; not enough time to take it

(34-39 are open as of March 1967)

40. Type of questions or nature of questions--Code here any other responses that cannot be coded into following categories.

41. Forced choices--respondent objects to limitation of his answers; answers limited by forced choices; not enough open-ended responses

42. Too few variables

43. Too many variables

44. Percentage basis--R doesn't like to judge peers on percentage basis; feels percentage a poor means to rate other staff members

45. Invasion of privacy--no one has the right to ask these kinds of questions; kinds of questions asked (i.e., relationships) are private to individuals concerned

46. Talking about associates--respondent doesn't want to talk about others behind their backs; would rather discuss these things face-to-face; feels uncomfortable talking about associates

(47-49 are open as of March 1967)

50. Questionnaires harmful--Code any other responses that cannot be coded into following categories.

51. Lack of anonymity--assurances of anonymity are false; principal will see my answers; questionnaires of this kind can never be confidential

52. Harmful to R--results of study used against me by the administration

53. Harmful to staff in general--results of study may be used against entire staff by administration

54. More control of system by school administration--results of study will allow more control of system by administration

55. More control of the system by board and local people--results of project will enable local people to control system

(56-59 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
75-76 cont.	Q.4: cont. B. cont. 60. Resentment or hostility toward COPED research in general--Code here any responses that cannot be coded into the following categories. 61. Forced participation--I was forced and not asked to participate; I resent not having the choice to say "no" to this; resented having to spend my time on this 62. COPED waste of time--time and money not spent on worthwhile activity; other things are more important than this project 63. Research waste of time--R says all research waste of time; has no effect; not worthwhile 64. Researchers on COPED poor--this questionnaire made by people who are not talented or thorough; researchers on this project don't know what they are doing 65. All researchers are incompetent--don't know what they are doing (66-69 are open as of March 1967) 70. Couldn't answer questions--Code here any other responses that cannot be coded into following categories. 71. Don't know staff well enough--R can't answer questions adequately; because he is unacquainted with all staff; new teacher--lack of knowledge 72. Questions inappropriate to my situation--these questions don't apply to me; don't apply to my job 73. Too tired or not in the mood--I couldn't answer questions because I was too tired but it wasn't your fault; I didn't feel well; I wasn't in the mood 74. Undefined COPED staff 75. Lack of communications of true feelings among personnel 76. Not sure enough in relationship with superior to answer honestly (77-79 are open as of March 1967) 80. Question validity of responses--Code here any other responses that cannot be coded into following categories. 81. Difficult to separate "own" from "others'" reactions in specific situations 82. DK what others "think they should do (intentions)" --only knows what they do (behavior) 83. Question validity of R's under circumstances of administration 84. Instruments register unqualified and unsubstantiated opinions

Continued on next page.

COLUMN CONTENT

75-76 Q.4: cont.

cont. B. cont.

85. Impossible to equate situations and be objective

86. Unqualified to estimate % attitudes of 800 people

87. Ambiguous--double negative question content; response may be opposite of intention

88.

89. Situations unrealistic--too idealistic

90. Influence of relationships not constant

(91-98 are open as of March 1967)

88. Written, open refusal to answer

00. DK (Actually written in to this effect)

99. NA (If coded 1 in Col. 55 but not answered as to "why" difficult)

77-78 Question 5: What do you think is the purpose for which this information is being collected?

A. POSITIVE RESPONSES

01. Get information, diagnosis, make evaluations--Code here any other responses that cannot be coded into following categories.

02. Attitudes and affects about school systems--research on attitudes, ideas, climate and behavior of school personnel, measure "temperature" of group; find out true reactions; perceptions of staff and administration; understand colleagues, feelings about systems

03. Relationships--a social ecology, guage effectiveness of interpersonal staff relations; refine process of social relations to educational procedures

04. Get information about system--identify problem areas; analyze school organization; interpersonal relationships and efficiency in general; understanding of needs

05. Evaluations--test for innovation diffusion

06. Evaluations--determine success of COPED

(07-09 are open as of March 1967)

10. Make changes--Code here any other responses that cannot be coded into the following categories

11. Implied change--to find out how change is brought about; to study degree of innovativeness in system

Continued on next page.

COLUMN	CONTENT
77-78	Q.5: cont.
cont.	A. cont.

12. Improve education--to make improvements in education; help children get better education; improve techniques for learning

13. Change people--change relationships; change how people feel toward one another; improve pupil-teacher relationships

14. Change me--change my outlook; change my feelings about system

15. Change system in general--change structure; change how things are done in the system

16. Change attitudes--change opinions; change outlooks; consolidate a group's perceptions

17. Change general--change things; to bring about change

(18-19 are open as of March 1967)

20. Give help--Code here any other responses that cannot be coded into the following categories.

21. Help me--help me understand my job better; help me understand my position; help me with my problems

22. Help others--help other teachers with their problems

(23-29 are open as of March 1967)

30. Motivation--Code here any other responses that cannot be coded into the following categories.

31. Define need for sense of participation in decision making at all personnel levels

32. Organize constructive teacher opinions--increase satisfaction with the profession

33. Stir "sleeping school systems" to action

(34-39 are open as of March 1967)

40. Comparisons--Code here any other responses that cannot be coded into the following categories.

41. Compare reality with ideal human relations in schools

42. Compare different types of school systems

(43-44 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

77-78 Q.5: cont.

cont. A. cont.

45. Other responses--Code here any other responses that cannot be coded into the following categories.

46. Define learning

47. General approval--it is a good idea; good; great; I approve; good for you

48. Good questions - mechanical--helpful instructions; clear; explicit; well-worded

(49 is open as of March 1967)

B. NEGATIVE RESPONSES

50. Bring harm - NA by whom--Code here any other responses that cannot be coded into the following categories.

51. Hurt people--someone will use this against us; divide and conquer

52. Hurt me--my answers will be used against me; I will suffer personally from results of this study

53. Hurt the system--change the way things are done; make system worse; system is good enough the way it is

54. Hurt education of children--if things are changed, classroom will suffer; COPED says it wants to help learning but will only make things worse

(55-59 are open as of March 1967)

60. Bring harm from external forces (i.e., University, local government, board)--Code here any other responses that cannot be coded into the following categories.

61. Hurt people--more control from outside

62. Hurt me--people outside system will interfere in my job

63. Hurt system--board will use this to change system

64. Hurt education of children--make it possible to change education for the worse by interference, i.e., University people and others

(65-69 are open as of March 1967)

70. Bring harm from internal forces (i,e,, administration and people in power)--Code here any other responses that cannot be coded into the following categories.

71. Hurt people--central office will use this against us; principal will be able to control people in his building more; make people accept whatever changes the administration wants

Continued on next page.

COLUMN CONTENT

77-78 Q.5: cont.

B. cont.

72. Hurt me--others in system will use my answers against me; principal will hold my answers against me

73. Hurt system--people in this system will use the results of this study to make things worse

74. Hurt education of children--we will use this study to waste time on COPED when we should be spending more time in the classroom

(75-79) are open as of March 1967)

80. Won't change anything--Code here any other responses that cannot be coded into the following categories.

81. Can't improve education this way--COPED won't change anything in the classroom

82. Won't help me--COPED won't do anything for me; won't help me understand my job better

83. Can't change staff--won't change people around here; can't change others in system.

84. Can't change - general--change is too hard; won't change things

85. We won't need change from COPED--can change it ourselves; it is our job not COPED to change things around here

(86-87 and 89 are open as of March 1967)

90. Other objections--Code here any other responses that cannot be coded into the following categories

91. Invasion of privacy--to pry into our personal feelings and emotions; to find out our private feelings

92. Lack of approval--I don't approve of this type of test; I am against taking these questionnaires

93. Test hostility--to spend government money; someone will get a Ph.D. from this; it is a Communist plot; research to file away; relieve unemployment

94. It is the "in" thing to do these days

95. Neutral Category--it is unclear, not enough details known

96. Public relations image building, just to make us look good

88. Open, written refusal to answer

00. DK (Actually written in to this effect)

99. NA (No answer is given.)

COLUMN CONTENT

79-80 Question 6: Any other comments which would help us understand how you were feeling as you filled out these questionnaires?

A. POSITIVE RESPONSES

01. Physical characteristics--Code here any other responses that cannot be coded into following categories.

02. Good length--questionnaire was not too long

03. Time chosen was convenient

04. Questions were good - mechanical--purpose was clear and well defined; readable

(05-09 are open as of March 1967)

10. Acceptance of COPED and willingness to participate--Code here any other responses that cannot be coded into following categories.

11. Hope results will be put to use--worthy goals; hope COPED will get us more time to plan change

12. Getting to talk vicariously to superintendent--felt good to let out my feelings, even though it was only on paper

13. General approval--good; good ideas; happy to cooperate; glad to take time; COPED a stimulating experience; uncertain but glad its being done

14. Will be successful in making changes--feel questionnaires good place to start

15. Help us understand system better--help our group; help us with our problems

16. Desire to know more about COPED--tell us!; need to know more about COPED function and purposes

(17-19 are open as of March 1967)

20. Constructive criticisms--Code here any other responses that cannot be coded into following categories

21. Would like more content re school secretaries

22. Should be given in 2 one hour parts, or 1 booklet per session

23. Questionnaire should be postponed until respondents have some exposure to COPED

24. Many questions difficult for new teachers

25. Need time to elaborate responses

26. Would like to have done at home in comfort and leisure

27. Should have been given sometime other than end of day

28. Concerned whether information will reach my principal; hard to be honest

Continued on next page.

COLUMN	CONTENT
79-80 cont.	Q.6: cont.
	A. cont.

29. Repetitious--could be simplified

30. Feel over-exposed to Educational Research--prefer to focus on own value system

31. Teachers don't practice what they preach--they wouldn't accept their own behavior in responding to instruments if it were manifested by students

32. Not applicable to my position

(33-39 are open as of March 1967)

B. NEGATIVE RESPONSES

40. Physical characteristics--Code here any other responses that cannot be coded into following categories.

41. Time--given at a bad time; should have been at another time; not enough time to take it; tired; hungry; rushed; pressed for time

42. Length--too long; it took too long to take this; burdened; put out

43. Lack of clarity--questions were confusing; vague

44. Proofreading, spelling, typing errors

50. Type and nature of questions--Code here any other responses that cannot be coded into following categories.

51. Forced choices--respondent objects to limitation of his answer; answers limited by forced choices; not enough open-ended questions; unqualified responses

52. Too few variables

53. Too many variables--confusing

54. Percentage basis--R doesn't like to judge peers on percentage basis; feels percentage a poor means to rate other staff members

55. Invasion of privacy--no one has the right to ask these kinds of questions; kinds of questions asked (i.e., relationships) are private to individuals concerned; felt like an inquisition

56. Talking about associates--respondent doesn't want to talk about others behind their backs; would rather discuss things face-to-face; feels uncomfortable about talking about associates

(57-59 are open as of March 1967)

Continued on next page.

COLUMN	CONTENT
79-80 cont.	Q.6: cont. B. cont. 60. Questionnaires harmful--Code here any other responses that cannot be coded into the following categories. 61. Lack of anonymity--assurances of anonymity are false; principal will see my answers; questionnaires of this kind can never be confidential 62. Harmful to R--results of study used against me by the adminstration 63. Harmful to staff in general--results of study may be used against entire staff by administration 64. More control of system by school administration--results of study will allow more control of system by administration; information provided by questionnaires will show administration how to control system better 65. More control of the system by board and local people--results of project will enable local people to control system better (66-69 are open as of March 1967) 70. Resentment or hostility toward COPED and research in general--Code here any other responses that cannot be coded into the following categories. 71. Forced participation--I was forced and not asked to participate; I resent not having the choice to say no to this 72. COPED waste of time--time and money not spent on worthwhile activity; other things are more important than this project; little value 73. Research waste of time--R says all research waste of time; has no effect; not worthwhile 74. Researchers on COPED poor--this questionnaire made by people who are not talented or thorough; researchers on this project don't know what they are doing; instruments will produce merely socially desirable responses 75. All researchers are incompetent--don't know what they are doing; come out of ivory tower and join the classroom (76-79 are open as of March 1967) 80. Couldn't answer questions--Code here any other responses that cannot be coded into following categories. 81. Don't know staff well enough--R can't answer questions adequately, because he is unacquainted with all the staff 82. Questions inappropriate to my situation--these questions don't apply to me; don't apply to my job

Continued on on next page.

COLUMN CONTENT

79-80 Q.6: cont.

cont. B. cont.

83. Too tired or not in the mood--I couldn't anwer questions because I was too tired but it wasn't your fault; I didn't feel well; wasn't in the mood

84. Didn't know purpose--couldn't answer because I was vague about this whole project; lack of contact with project

85. Others' opinions--felt other staff members thought questionnaire ridiculous; couldn't take this seriously because of what others thought

(86, 87 and 89 are open as of March 1967)

90. Other responses--Code here any other responses that cannot be coded into the following categories

91. No permanency in answers--my own hostile feelings toward system currently biased my answers; my opinions will be different next week

92. Questionnaire inadequate--you can't improve interpersonal relationships with this questionnaire; it is too impersonal

93. Object to obvious checks for reliability

94. Too many interruptions--too much noise

95. Test hostility--Communist plot; U of M should check spelling errors

96. Possibly COPED provide new insights but don't expect substantial modification of professional attitude or conduct

(97-98 are open as of March 1967)

88. Written, open refusal to answer

00. DK (Actually written in to this effect)

99. NA (No answer is given.)

COPED : DECK 50

The following instrument is to be coded in this deck:

ADULTS: PART II A-7 YOUR PRINCIPAL

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 50	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16-17	Respondent role or position	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s.	
21	Respondent age	
22	Respondent college degree	
23	Respondent tenure status	
24	Religious preference	

* * * * * * * * * *

A-7 YOUR PRINCIPAL (ADULTS: PART II)

TEACHERS OR PERSONNEL BASED IN A PARTICULAR SCHOOL BUILDING ARE TO BE CODED IN THIS DECK:

If the respondent is a teacher based in a particular school building code this deck.

If the respondent is a teacher or is based in a particular school building, but somehow skipped the instrument entirely, code 0's in Cols. 25 through 48.

If the respondent is not a teacher and not based in a particular school building, code 9's in Cols. 25 through 48.

If, however, non-teachers and non-school based personnel answered the instrument, please ignore the answers and code 9's in Cols. 25 - 48.

COLUMN	CONTENT	
25	Question 1	
26	Question 2	
27	Question 3	
28	4	Executive
29	5	Professional
30	6	Leadership
31	7	
32	8	
33	9	
34	10	
35	11	
36	12	
37	13	Managerial
38	14	Support given
39	15	to the teachers
40	16	by their
41	17	principals
42	18	
43	19	
44	20	Social Support
45	21	given to teachers
46	Question 22	by their
47	Question 23	principals
48	Question 24	

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Never
2. Almost never
3. Occasionally
4. Frequently
5. Almost always
6. Always
7. DK (I don't know)

9. Inap. (If the respondent is not a teacher)

0. NA (No number is circled for the given question.)

49 TOTAL EPL Score: Take Questions 1 through 12, Cols. 25 through 36 and give weights to positive responses as explained below. Then, add up 4 scores.

Items	+ response		
1	6, 5, 4	If respondent gives at least 2 out of 3 positive responses, give him 1 pt.	[ ]
2	6, 5, 4		
3	6, 5, 4		
4	6, 5, 4	Same.	[ ]
5	6, 5		
6	6		
7	6, 5	Same.	[ ]
8	6		
9	6		
10	6	Same.	[ ]
11	6		
12	6		

_____ +

TOTAL EPL Score (Range: 0 to 4)

COLUMN CONTENT

50 MANAGERIAL SUPPORT ITEMS (TOTAL SCORE): Take Questions 13 through 18, Cols. 37 through 42, and give weights to positive responses as explained below. Then, add up 6 scores.

Items	+ response		
13	1		[ ]
14	1	Give 1 pt. for	[ ]
15	6	each item with	[ ]
16	1	a positive	[ ]
17	1	response.	[ ]
18	1		[ ]
			+
			TOTAL MS Score (Range: 0 to 6)

51 SOCIAL SUPPORT ITEMS (TOTAL SCORE): Take Questions 19 through 24, Cols. 43 through 48, and give weights to positive responses as explained below. Then, add up 6 scores.

Items	+ response		
19	6		[ ]
20	6	Give 1 pt. for	[ ]
21	1	each item with	[ ]
22	6, 5	a positive	[ ]
23	6	response.	[ ]
24	1		[ ]
			+
			TOTAL SS Score (Range: 0 to 6)

* * * * * * * * * *

52-80 Leave blank

COPED : DECK 51

The following instrument is to be coded in this deck:

ADULTS: PART II A-8 COORDINATORS AND SPECIALISTS

* * * * * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck number -- 51
8	COPED center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure status
24	Religious preference

STANDARD FIELD PUNCHING

* * * * * * * * * *

A-8 COORDINATORS AND SPECIALISTS (ADULTS: PART II)

THIS DECK SHOULD NOT BE CODED IF THE RESPONDENT HIMSELF IS A SUPERVISOR, SUPERVISING DIRECTOR, CURRICULUM SPECIALIST, COORDINATOR OR CONSULTANT.

Question 1: If answered YES in Q.1 and it is clear that (from Q.2) the respondent had some contact, then code fully.

If answered YES in Q.1 but "No contact" in Q.2, then code 6's in Cols. 25-26 and 9's in Cols. 27-38.

If answered YES but somehow skipped the entire instrument, then code 9's in Cols. 25-26 and 0's in Cols. 27-38.

If answered NO and all the following questions are left blank, then please code 8's in Cols. 25 through 38.

If he is not one himself and there is no one in any supervisory capacity mentioned, code 7's in Cols. 25-26 and 9's in Cols. 27-38.

If he is in a supervisory capacity himself, code 9's in Cols. 25-38.

COLUMN CONTENT

25-26 Question 2: What is the title of the person you have . . .

01. Director of elementary education; elementary supervisor
02. Director of secondary education; secondary supervisor
03. Visiting teacher
04. Curriculum consultant or specialist; special subjects (Art, Music, etc.)
05. Curriculum consultant or specialist; social studies
06. Curriculum consultant or specialist; math, science
07. Curriculum consultant or specialist; language
08. Curriculum consultant or specialist; reading
09. Curriculum consultant or specialist; all others
10. Curriculum consultant; NA what area
11. Supervisor; Head of social workers
12. Supervisor; guidance and counselling; guidance director
13. Supervisor; other--Art, Music, etc.
14. Supervisor; NA what capacity
15. Supervisor; audio-visual
16. Consultant and specialists; speech
17. Director of instruction; director of curriculum
18. Tenure coach
19. Building located "helping teacher" (psychologist)
20. School psychologists--located outside building
21. Department head; department chairman (Athletic director in building)
22. Teacher aide
23. Director of personnel
24. Director of instructional materials
25. Counselor in building
26. Superintendent
27. Assistant superintendent
28. Principal
29. Assistant principal or vice principal

30.
31.
..
..

CIRCULATE THE INFORMATION TO OTHER CENTERS AS SOON AS THERE IS A NEED TO USE ANY OF THESE THUS FAR UNUSED CODES.

66. Inap. (No contact with any supervisory personnel)
77. R is not in sup. capacity and no mention of any sup. personnel
88. No one in supervisory capacity in the school system
99. NA (Only when the respondent is expected to answer but did not answer.)

COLUMN CONTENT

IF CHECKED "I have had some contact" then go on to code Cols. 27-38.

IF CHECKED "I have had no contact," then code 9's in Cols. 27-38.

EXECUTIVE PROFESSIONAL LEADERSHIP

27	Question 3	IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:
28	Question 4	
29	Question 5	
30	6	8. No one is in supervisory capacity
31	7	1. Never
32	8	2. Almost never
33	9	3. Occasionally
34	10	4. Frequently
35	11	5. Almost always
36	Question 12	6. Always
37	Question 13	7. I don't know
38	Question 14	9. Inap. (R had no contact with supervisory personnel or no mention of him and no way to tell if there is one.)
		0. NA (No number is circled for the given question.)

39 TOTAL EPL SCORE: Take Questions 3 through 14, Cols. 27 through 38, and give weights to positive responses as explained below. Then add up 4 scores.

Item	+ response		
3	6, 5, 4	If the respondent gives at least 2 out of 3 positive responses, give him 1 point	[ ]
4	6, 5, 4		
5	6, 5, 4		
6	6, 5, 4	Same	[ ]
7	6, 5		
8	6,		
9	6, 5	Same	[ ]
10	6,		
11	6,		
12	6,	Same	[ ]
13	6,		
14	6,		
			+
		Total EPL score (Range: 0 to 4)	

* * * * * * * * * *

40-80 Leave blank

COPED : DECK 52

The following instrument is to be coded in this deck:

ADULTS: PART II A-9 YOUR IMMEDIATE SUPERIOR

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 52	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16-17	Respondent role or position	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s.	
21	Respondent age	
22	Respondent college degree	
23	Respondent tenure status	
24	Religious preference	

* * * * * * * * * *

A-9 YOUR IMMEDIATE SUPERIOR (ADULTS: PART II)

ONLY WHEN THE RESPONDENT IS A PRINCIPAL OR ASSISTANT PRINCIPAL, SHOULD THIS DECK BE CODED.

IF RESPONDENT IS A PRINCIPAL OR AN ASSISTANT PRINCIPAL BUT SKIPPED THE ENTIRE INSTRUMENT, THEN CODE 0'S IN COLUMNS 25 THROUGH 44.

FOR ALL THE OTHER RESPONDENTS WHO ARE NOT PRINCIPALS OR ASSISTANT PRINCIPALS, CODE 9'S IN COLUMNS 25-44. IGNORE THE ANSWERS IF GIVEN BY RESPONDENTS OTHER THAN PRINCIPALS OR ASSISTANT PRINCIPALS, AND CODE 9'S IN COLUMNS 25-44.

COLUMN CONTENT

25-26 Question 1: Title of the person whom the respondent is answering about

01. Superintendent
02. Assistant superintendent
03. Director of elementary education
04. Director of secondary education
05. Principal (when assistant principal answers)
06.
07.
..
..

CIRCULATE THE INFORMATION TO OTHER CENTERS AS SOON AS THERE IS A NEED TO USE ANY OF THESE THUS FAR UNUSED CODES.

99. Inap. (The respondent is not a principal or assistant principal)

NOT A MISTAKE! ——→00. NA (The respondent is a principal or an assistant principal but not answered this question.)

27	Question 2		
28	Question 3		
29	Question 4		Managerial
30	5		Support
31	6		
32	7		
33	8		
34	9		
35	10		Social
36	11		Support
37	12		
38	13		
39	14		
40	15		Executive
41	16		Professional
42	Question 17		Leadership
43	Question 18		
44	Question 19		

IN THE ASSIGNED COLUMN FOR EACH QUESTION PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. Never
2. Almost never
3. Occasionally
4. Frequently
5. Almost always
6. Always
7. I don't know

9. Inap. (R is not a principal.)

0. NA (R is a principal but no number is circled for the given question.)

45 MANAGERIAL SUPPORT (TOTAL SCORE): Take only questions 2 through 7 (Cols.27-32) and give weights to positive responses as explained below. Then add up 6 scores.

Item	+ responses		
2	1		[ ]
3	1	For each	[ ]
4	6	positive	[ ]
5	1	response	[ ]
6	1	give 1 pt.	[ ]
7	1		[ ]

\+

Total MS score (Range: 0 to 6)

COLUMN	CONTENT

46 SOCIAL SUPPORT (TOTAL SCORE): Take only Questions 8 through 13, Cols. 33-38, and give weights to positive responses as explained below. Then, add up 6 scores.

Items	+ response		
8	6		[ ]
9	6	For each positive	[ ]
10	1	response give	[ ]
11	6, 5	1 point.	[ ]
12	6		[ ]
13	1		[ ]
			+
			TOTAL SS Score (Range: 0 to 6)

47 EXECUTIVE PROFESSIONAL LEADERSHIP (TOTAL SCORE): Take only Questions 14 through 19, Cols. 39-44, and give weights to positive responses as explained below. Then, add up 6 scores.

Items	+ response		
14	6		[ ]
15	6	For each positive	[ ]
16	6	response give	[ ]
17	6	1 point.	[ ]
18	6		[ ]
19	6, 5		[ ]
			+
			TOTAL EPL Score (Range: 0 to 6)

* * * * * * * * * *

48-80 Leave blank

COPED : DECK 53

The following instrument is to be coded in this deck:

ADULTS: PART II A-10 INFLUENCE

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 53	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16-17	Respondent role or position	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s.	
21	Respondent age	
22	Respondent college degree	
23	Respondent tenure status	
24	Religious preference	

* * * * * * * * * *

A-10 INFLUENCE (ADULTS: PART II)

COLUMN	CONTENT
	Question 1 (2): In general how much influence . . . now have (ought to have) . .
25(45)	a. The local school board
26(46)	b. Your superintendent
27(47)	c. The principal of your school
28(48)	d. You yourself
29(49)	e. A small group of teachers
30(50)	f. Teachers in general
31(51)	g. Curriculum personnel
32(52)	h. Students
33(53)	i. Parents
34(54)	j. Teacher Unions
35(55)	k. Local colleges and U's
36(56)	l. Guidance and psy. personnel
37(57)	m. Newspapers
38(58)	n. P. T. A.
39-44 (59-64)	o. Other community groups--->See the next page.

IN THE ASSIGNED COLUMN FOR EACH ITEM, PLEASE CODE THE CIRCLED NUMBER AS SHWON IN THE INSTRUMENT:

1. None
2. A little
3. Some
4. Considerable
5. A great deal

7. DK (Written in DK; or number(s) circled and erased)

0. NA (No number is circled for the given item.)

COLUMN CONTENT

Question 1 (2): cont.

CODING WRITTEN ANSWERS IN THE ITEM o--Other

Make sure that the written answer is the same for both questions. If the answers are different, code 0's in Cols. 39-44 and 59-64. In any event, code 0 in all unused columns.

39(59) Local governmental groups or agencies (City Council, Mayor, Board of Finance, Welfare Department, etc.) Include local parties (Republicans, Democrats, etc.)

40(60) Local citizens groups organized around the schools or school issues: Parents and Taxpayers, Taxpayers Associations, Citizens for Better Schools, etc.)

NOTE: PTA should be coded in Col. 38.

41(61) Local educationally-relevant projects which are not financed by the school system (OEO, Head Start, VISTA, Job Corps, etc.)

42(62) Local voluntary associations or interest groups not directly organized around education as such, but with educational interests (e.g., American Legion, Civic Association, civil rights groups such as CORE, NAACP, church-related groups--Holy Name Society, Ministerial Association)

43(63) Local voluntary associations or agencies with a directly youth-serving interest (Boy Scouts, Little League, YWCA, Cub Scouts, Brownies)

44(64) Other community groups not codable into one of the above.

IN THE ASSIGNED COLUMN FOR EACH ITEM, PLEASE CODE THE CIRCLED NUMBER AS SHOWN IN THE INSTRUMENT:

1. None
2. A little
3. Some
4. Considerable
5. A great deal

7. DK (Written in DK; or number(s) circled and erased)

0. NA (No number is circled for the given item.)

COLUMN CONTENT

65-66 DISCREPANCY MEASURE BETWEEN QUESTIONS 1 AND 2

In both questions take only those items that are coded 1, 2, 3, 4 or 5, deleting 7's and 0's.

Subtract in general Question 1 from Question 2, item by item (ex: subtract item a. of Q. 2 from item a. of Q. 1, etc.) and add a constant of 4 to eliminate negative scores to each of all individual discrepancy scores. Then, add up the individual disrepancy scores and divide this score by the number of valid items used.

EXAMPLE: [Item a,Q.2 - Item a, Q.1] + 4 = [ ]

. . . .

. . . .

. . . .

. . . .

[Item n,Q.2 - Item n, Q.1] + 4 = [ ]

+

Total score

$$\text{Discrepancy score} = \frac{\text{Total score}}{\text{\# of items answered and compared (Maximum is 20)}}$$

When one of the two questions is not answered in entirety (= all 14 items skipped), code 88 in Cols. 65-66.

Only when both questions not answered (both sets of 14 items are entirely skipped), code 99 in Cols. 65-66.

DISCREPANCY MEASURE MUST NOT BE MADE UNLESS THERE ARE AT LEAST 7 PAIRS AVAILABLE -- 7 pairs after deleting 0's and 7's.

COPED : DECKS 54,55,56,57 & 58

INSTRUMENT A-11 (INNOVATIONS, ADULTS: PART II) IS TO BE CODED IN FIVE DECKS AS FOLLOWS:

Deck 54: Questions 1 through 10 (COPED FORM A-11, Pages 1-2)

Deck 55: Questions 11 through 22 (COPED FORM A-11, Page 3)

Deck 56: Question 24, items A - J (COPED FORM A-11, Page 6)

Deck 57: Question 24, items K - T (COPED FORM A-11, Page 7)

Deck 58: Questions 25 through 36 (COPED FORM A-11, Pages 8-9)

* * * * * * *

COLUMN	CONTENT
1 - 5	Study identification -- COPED
6 - 7	Deck numbers -- 54, 55, 56, 57 & 58
8	COEPD center identification
9	School system in each area
10-11	School building in each area
12-14	Respondent ID number
15	Date of testing
16-17	Respondent role or position
18	Respondent sex
19	Respondent race
20	Respondent s.e.s.
21	Respondent age
22	Respondent college degree
23	Respondent tenure ststus
24	Religious preference

STANDARD FIELD PUNCHING IN ALL FIVE DECKS: 54, 55, 56, 57 & 58

* * * * * * *

DECK 54

A-11 INNOVATIONS, Questions 1 through 10 (ADULTS: PART II, COPED FORM A-11, Pages 1-2)

COLUMN CONTENT

25 Code 1. If checked "I am a teacher."--→Code the entire instrument.

2. If checked "I am not a teacher."--→Code 8's in Deck 54, Cols. 26-57 & 61-66
Deck 55, Cols. 25-72

Question 1: Any innovations?

If checked "I have tried some," code the entire instrument.

If checked "I have tried none," code 6's in Cols. 26-57 & 61-63 in Deck 54.

26-27 Question 1: . . classroom practice . . what specifically did you.?

NOTE: IF TWO OR MORE CATEGORIES ARE MENTIONED, CODE ONLY THE FIRST ONE.

01. Develop a new course--(Must use this wording)--Use code 01 if none of the classifications below apply.
02. Develop a new course for slow learners
03. Develop a new course for less mature students
04. Develop a new course for faster learners
05. Set up a group guidance class

(06-09 are open as of March 1967)

10. Rewrite or revise an existing course (Must use this wording) Use code 10 if none of the classifications below apply.
11. Rewrite a mathematics course
12. Rewrite an English course
13. Rewrite a foreign language course
14. Rewrite a social studies, history, geography, civics course
15. Rewrite a science course
16. Rewrite a music, art, crafts, industrial arts course
17. Rewrite a commercial, business course (typing, stenography, etc.)
18. Integrate learning in two or more academic areas (e.g., history & literature)

(19 is open as of March 1967)

20. Use programmed instruction (Must use the word "programmed.") Use code 20 if none of the classifications below apply.
21. Programmed mathematics
22. Programmed reading

Continued on next page.

DECK 54, Page 2

COLUMN	CONTENT
26-27 cont.	Q. 1: cont.

23. Programmed language arts (grammar, spelling, composition, writing)
24. Programmed social studies, history, geogrpahy, civics
25. Programmed science

(26-29 are open as of March 1967)

30. Use new nationally-known teaching techniques described by a specific name--Use code 30 if none of the classifications below apply.
31. Modern Mathematics, Cuisenaire Rods
32. Harvard Reading Films, Tachistoscope, Colored-Letter Phonics, Individualized Reading, Organic Reading, Experience Charts
33. Language Span, FLES, MLA
34. Color-Note Music System
35. Discovery method or inductive method of teaching
36. Team teaching
37. Isometric exercises

(38-39 are open as of March 1967)

40. Develop own classroom materials, techniques, or learning games--This includes introducing new material to an existing course, developing remedial techniques, developing activity units, and using audio-visual aids such as films, transparencies, etc. (except those specifically mentioned in Code 30). Use code 40 if none of the classifications below apply.
41. Own mathematics materials, techniques, games, units
42. Own reading, library materials, techniques, games, units, book clubs
43. Own language arts, speech materials, techniques, games, units
44. Own foreign language materials, techniques, games, units
45. Own social studies, geography, history, current events materials, etc.
46. Own science materials, etc.
47. Own music, art, crafts, industrial arts materials, etc.
48. Own commercial, business materials, etc.
49. Own physical education materials, techniques, games, etc.

50. New way of working with or organizing students, better teaching techniques--Use code 50 if none of the classifications below apply.
51. New way of grouping students (including physical seating, changing classes for special groups)
52. New way of involving students in planning, evaluating, doing demonstrations or leading class activities

Continued on next page.

DECK 54, Page 3

COLUMN CONTENT

26-27 Q. 1: cont.

cont.

53. New way of developing more student responsibility (including honor system, developing own behavior rules, learning citizenship)
54. New way of varying classroom activities (change of pace, more physical movement, role playing, getting practical experience)
55. New way of motivating students (using encouragement, working along with them, using humor)
56. Encouraging more democratic pupil-teacher relationships (encouraging freedom of expression and thought)
57. Encouraging independent work and research by students
58. Helping disturbed children deal with their emotions
59. Helping children to like school and have fun

(60-65, 67-87, and 89-98 are open as of March 1967)

66. Tried no practice

88. Inap. (Respondent is not a teacher)

99. NA (Respondent is a teacher and has tried some but not answered here.)

28 Question 2: <u>The classroom practice . . . "being original" or . . .</u>

6. Tried no practice
1. Original with me----> Code 9's in Cols. 29 through 57
2. Got it from somewhere else and made major changes.
3. Got it from somewhere else and made minor changes.
4. Got it from somewhere else without making any changes.
5. Cooperative invention--original with R and (an) other(s)
8. Inap. (R is not a teacher.)
0. NA (R is a teacher and has tried some but not answered here)

DECK 54, Page 4

COLUMN CONTENT

Question 3: If not totally original, where did you get it?

IN THE ASSIGNED COLUMN FOR EACH OF THE SOURCES AS LISTED BELOW, PLEASE CODE AS FOLLOW:

1. If checked (or written in)
2. If not checked (or not written in)
6. Tried no practice
7. DK (Actually written in DK; or check(s) written in and erased)
8. Inap. (Not a teacher)
9. Inap. (The practice is original.)
0. NA (Only when the entire question not answered)

29 Teacher in this school

30 My principal

31 Magazine or journal

32 Workshop, conference or institute

33 My department head

34 Book

35 Student

36 Local curriculum materials

37 Teacher in another school

38 Outside consultants

39 University class

40 Supervisor, coordinator, curriculum worker

41 A parent

42 Guidance or psychological science worker

Written in answers--Other

43 Past principal, or principal of another school

44 Experience in another school system, another state, etc.

45 A committee on this subject or topic

46 Innovative organization (such as Educational Services, Inc., School study council, etc.)

47 Part of special project such as ISR, COPED, etc., in which school system is engaged

48 Other non-school agency (museum, etc.)

49 Other sources not codable under any of the above categories

DECK 54, Page 5

COLUMN CONTENT

Question 4: How did you hear about it?

IN THE ASSIGNED COLUMN FOR EACH OF THE SOURCES LISTED BELOW PLEASE CODE AS FOLLOWS:

1. If checked (or written in)
2. If not checked (or not written in)
6. Tried no practice
7. DK (Actually written in or check(s) made and erased)
8. Inap. (Not a teacher)
9. Inap. (The practice is original)
0. NA (The entire question skipped.)

50 Formal explanation

51 Informal conversation

52 Observed it in use

53 Special demonstration

54 Audio-visual (film, TV, Slides, tape, etc.)

55 Written account

Written in answers--Other

56 Developed spontaneously through some contact with others previously; by accident

57 Other mode of contact not codable into one of the above.

NOTE: Question 4 deals with the mode of contact, not the original source of contact. If subject writes in a source, such as COPED, a workshop, a non-school agency, etc., it should be recoded under Question 3.

58-60 Leave blank

61 Q.5: As far as you know, to what extent is the practice . . used by others?

62 Q.6: How often in the past year have you told other teachers about this particular . .?

63. Q.7: To what extent are you likely to use .?

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CHECKED NUMBER AS SHOWN IN THE INSTRUMENT:

ADDING: 6. Tried no practice
7. DK (Actually written in or check(s) made and erased)
8. Inap. (not a teacher)
0. NA (No number checked for the given Q.)

DECK 54, Page 6

COLUMN	CONTENT
64	Q.8: To what extent do you fell you know what new practices other teachers ..?
65	Q.9: Looking at yourself as a teacher, how much time and . .?
66	Q.10: During this past year, about how many classroom .?

IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CHECKED NUMBER AS SHOWN IN THE INSTRUMENT:

ADDING: 7. DK (Actually written in or check(s) made and erased)

8. Inap. (Not a teacher)

0. NA (No number checked for the given Q.)

* * * * * * * * *

67-80 Leave blank

DECK 55

A-11 INNOVATIONS, Questions 11 through 22 (ADULTS: PART II, COPED FORM A-11, Page 3)

THIS DECK SHOULD BE CODED ONLY FOR THE TEACHERS. FOR ALL OTHER RESPONDENTS, CODE 8'S IN COLUMNS 25 THROUGH 79.

FOR EACH OF THE FOLLOWING QUESTIONS, 11 THROUGH 22, THERE ARE THREE SETS OF COLUMNS TO CODE AS FOLLOWS:

First column: Code the first sub-question Have heard of it

If written in YES or checked, code "1" in this column and code the following three columns.

If written NO, code "2" in this column and code 6's in the following three columns.

8. Inap. (Not a teacher)

0. NA (No answer given)

Second column: Code the second, third and fourth sub-questions in this column.

1. If checked Have considered trying it
2. If checked Have tried but do not use it regularly
3. If checked Am using it regularly

6. If coded 2 in the first column (Have not heard of it)
8. Inap. (Not a teacher)
0. NA (Coded 1 in the first column but no answer given in any of these three sub-questions.)

Third and fourth columns: Code the actual number of teachers the respondent writes in under the sub-question: Number of teachers in my building who have tried it

SHOULD A GIVEN NUMBER OF TEACHERS IN ANY OF 12 PRACTICES EXCEED THE ACTUAL NUMBER OF TEACHERS IN THE SCHOOL BUILDING (See Cols. 75-76), CORRECT IT TO THE ACTUAL NUMBER BEFORE YOU CODE THESE TWO COLUMNS.

00. If written in NONE or ZERO
01. One teacher mentioned
..
..
31.
..
etc.

66. If coded 2 in the 1st column (Have not heard of it)
77. DK (Actually written in to this effect)
88. Inap. (Respondent not a teacher)
99. NA (Respondent is a teacher and the preceding sub-questions answered but this particular sub-question not answered.)

USING THE ABOVE DESCRIBED CODING CONVENTION PLEASE CODE QUESTIONS 11 THROUGH 22 IN THE ASSIGNED COLUMNS (COLS. 25-72) AS SHOWN IN THE INSTRUMENT.

DECK 55, Page 2

COLUMN CONTENT

73-74 AWARENESS OF INNOVATIVENESS

Code the sum of YES or checks that appear in 12 practices (Questions 11-22) under the heading of Have heard of it (Simple addition of Columns 25, 29, 33, . . . 69) as follows:

01. One item is answered "YES" or checked
02. Two items " " " "
03.
..
..
..
12. 12 items answered "YES" or checked

88. Inap. (Not a teacher)
99. NA (Respondent is a teacher but the entire page is not answered.)

75-77 Total number of teachers in a school building

IMPORTANT IMPORTANT IMPORTANT This information needs to be gathered and the actual number of teachers in the appropriate school building should be coded immediately upon coding this deck.

001.
002.
...
...
etc.

888. Inap. (Not a teacher)
999. Inap. (Resource teachers who teach in more than one buildings--Ann Arbor area has many such teachers)

78-79 INDEX OF TEACHERS' INNOVATIVENESS

First of all add up all the numbers that appear in the last column in the instrument A-11, Page 3, under the heading of Number of teachers . . . Then, get the Index as follows:

(1) The average innovativeness = $\frac{\text{Total \# of teachers mentioned in 12 items}}{\text{\# of items from which the total (above) \# is derived}}$

(2) $\frac{\text{The average innovativeness score}}{\text{The total number of teachers in the school building (See Cols. 75 - 77)}}$ X 100 = [ ]* ----> Code this figure in Cols. 78-79.

* Code 100% as 98.

88. Inap. (Not a teacher)
99. NA or Inap. (The entire page skipped; or resource teachers who teach in more than one building)

* * * * * * * * * *

80 Leave blank

DECK 56 A-11 INNOVATIONS, Question 24, Items A-J (AD: P II, FORM A-11, Page 6)

DECK 57 A-11 INNOVATIONS, Question 24, Items K-T (AD: P II, FORM A-11, Page 7)

FOR EACH ITEM IN QUESTION 24, FOUR SUB-QUESTIONS ARE ASKED AND THESE ARE TO BE CODED IN FOUR SINGLE COLUMNS AS FOLLOWS:

First column: First sub-question: Being used in this system?

Code: 1. If YES is circled
2. If ? is circled
3. If NO is circled----→Code 9's in the following three columns.
7. If circle(s) drawn around YES or ? and erased
0. NA (No circle is drawn.)

Second column: 2nd sub-question: Does it affect you?

Code: 1. If YES is circled
2. If ? is circled
3. If NO is circled
7. If circle(s) drawn around YES or ? and erased
9. Only if coded 3 in the first column (Not being used)
0. NA (No circle is drawn.)

Third column: 3rd sub-question: Are you using it directly?
Fourth column: 4th sub-question: Should it be . . sytem?
} SAME CODES AS FOR THE SECOND COLUMN.

USING THE CODING CONVENTION DESCRIBED ABOVE, PLEASE CODE 20 ITEMS (A THROUGH T) IN QUESTION 24 IN THE ASSIGNED DECKS AND COLUMNS AS INDICATED IN THE INSTRUMENT.

COLUMN	CONTENT
DECK 56 65-80	Leave blank
DECK 57 65-66	DEFINITE MEASURE OF ADOPTION: Take 20 responses (practice A through T, Cols. 25,29,33, . . 61 in Decks 56 and 57) in Question 24 under the heading of Being used in the system? and tabulate straight frequency of "YES" only---those that are coded "1" only, excluding all the others***.
DECK 57 67-68	Take again those 20 responses used in Cols. 65-66 and tabulate straight frequency of "?" only---those that are coded "2" only, excluding again all the others***.
DECK 57 69-70	OPTIMISTIC MEASURE OF ADOPTION: Code the sum total of "YES" and "?" . . . add up two figures in Cols. 65-66 and 67-68 and code this figure into Cols. 69-70***.

*** Code 9's in all six columns (65-70) only when Question 24 is skipped in entirety, i.e., 20 items all left un-answered.

* * * * * * * * * *

DECK 57 71-80 Leave blank

DECK 58

A-11 INNOVATIONS, Questions 25 through 36 (ADULTS: PART II, COPED FORM A-11, Pages 8-9)

COLUMN	CONTENT
25-26	Question 25: . . look at the list of practices . . . select the one that affects you most in your work

IF NO NAME IS GIVEN AND THE QUESTIONS 26 THROUGH 32 ARE SKIPPED, CODE 9'S IN COLUMNS 27 THROUGH 34.

IF A NAME IS GIVEN, CODE AS FOLLOWS:

00. No practice mentioned----→Code 9's in Cols. 27-34.
01. Independent study
02. Language laboratory
03. Nongraded classes
04. Multigraded classes
05. Schools-within-a-school
06. PSSC Physics
07. Team teaching
08. Teacher aides
09. Lay readers
10. Programmed instruction
11. Work experience program
12. Instructional television
13. Flexible scheduling
14. Modern math
15. Foreign language in the elementary school
16. Computor scheduling
17. Curriculum council
18. i/t/a
19. Open enrollment
20. 8mm sound film

99. NA (When it is clear that a practice is used but no specific name of the practice is given here.)

DECK 58, Page 2

COLUMN	CONTENT	
27	Q.26: To what extent . . are you consulted in the decision . . . . ?	IN THE ASSIGNED COLUMN FOR EACH QUESTION, CODE THE CHECKED NUMBER AS SHWON IN THE INSTRUMENT WHILE ADDING: 9. Coded 00 in Cols.25-26 (No practice) 0. NA (A practice is used but no answer given for the given Q.)
28	Q.27: To what extent do you think . . a clear educational need . .?	
29	Q.28: How much do you know about how this practice is being used in the system?	

Question 29: Are you involved in using this practice yourself?

IF CHECKED YES----→Code the following questions.

IF CHECKED NO ----→Code 8's in Cols. 30 and 31.

30	On a trial basis	1. If checked YES 2. If checked NO 8. Inap. (Not involved) 9. If coded 00 in Cols.25-26 (No practice) 0. NA (When it is clear that the R is using the practice but not answered here.)
31	On a regular routine basis	

32	Q.30: How much has this practice been changed . .during the time it has been tried out .?	IN THE ASSIGNED COLUMN FOR EACH QUESTION, PLEASE CODE THE CHECKED NUMBER AS SHOWN IN THE INSTRUMENT WHILE ADDING: 7. DK (Actually written in or checked and erased) 9. 00 in Cols.25-26 (No practice) 0. NA (A practice mentioned but no answer for the given question)
33	Q.31: Do you think that this practice is a good one?	
34	Q.32: What do you think should be the future of this practice in the system?	

35 Question 33: Have you, within the past year, had some idea for an innovation . . .?

Code: 1. If checked YES

2. If checked NO----→Code 0's in Cols.36-37 and 9's in Cols.38-54 and 56.

8. If Q.33 not answered and Q's 34-36 skipped--→Code 8's in Cols. 36-54 & 56.

DECK 58, Page 3

36-37 Question 34: What education need or problem is there in the system which you feel your idea would help to meet . . ?

NOTE: IF TWO OR MORE CATEGORIES ARE MENTIONED, CODE ONLY THE FIRST ONE.

00. If coded 2 in Col.35.

01. Need better ways to meet the needs of children--Include adjusting curriculum to children's needs here, not in category 10. Use code 01 if none of the classifications below apply.

02. More effective work with slow learners, underachievers, poorly motivated, emotionally disturbed

03. Grouping (homogeneous, heterogeneous, multigrade, Joplin plan, track system)

04. Independent study (in class or across department lines)

05. Flexibility needed in promoting children (whether or not they have completed a full year)

06. Instruction individualized more effectively, meet individual growth rates

07. More effective teaching methods in any subject

08. Enlarging children's experiences (trips, enrichment, especially for deprived children, paid for by the Board of Education)

09. Helping with social adjustment of children

10. Need curriculum revision and/or better procedures of arriving at curriculum changes--Use code 10 if none of the classifications below apply.

11. Coordination of curriculum areas, unity in educational program

12. Curriculum council needed

13. Curriculum revisions are forced on teachers

14. Curriculum revisions are haphazard

15. Specific curriculum areas need improvement or inclusion in curriculum if not already there

16. Audio-visual program needs improvement

17. Resource center, better library, more materials, supplies, equipment needed

18. More and broader courses are needed

(19 is open as of March 1967)

Continued on next page.

DECK 58, Page 4

COLUMN	CONTENT
36-37	Q.34: cont.
cont.	20. Need flexibility or efficiency in scheduling--Use code 20 if none of the classifications below apply.
	21. Need more long blocks of time
	22. Need large group instruction
	23. Need to revise philosophy of the school day
	24. Set periods more rationally
	25. Need modular or flexible scheduling
	(26-29 are open as of March 1967)
	30. Staff needs to be increased, improved, and/or organized in new ways--Use code 30 if none of the classifications below apply.
	31. Need team teaching
	32. Deaprtmentalization needed in lower grades
	33. Specialists needed for one or more subjects (including speech, remedial reading)
	34. Workshops or other additional training needed by teachers in specific curriculum areas
	35. Teachers are generally poorly educated (culturally deprived)
	36. New teachers need better orientation, help with problems, to keep them from leaving
	37. Relieve overcrowding via more teachers, classrooms, equipment, smaller classes, More Effective Schools program as in New York City
	38. More help needed by teachers in making teaching materials, doing clerical tasks
	39. Rotate classes among teachers every few years to avoid always teaching same kind of children
	40. Need better communication throughout the school system and with parents and community agencies--Use code 40 if none of of the classifications below apply.
	41. Teachers should observe each other teach in order to improve communication
	42. Better faculty meetings
	43. Better dissemination of information

Continued on next page.

DECK 58, Page 5

COLUMN	CONTENT
36-37	Q.34: cont.
cont.	44. Teachers should work together more closely
	45. Parental education is needed
	46. Need to work better with juvenile courts, social agencies,etc.
	(47-49 are open as of March 1967)
	50. Need to change/improve teacher-pupil-administrator relationships--Use code 50 if none of the classifications below apply.
	51. Need greater bond of purpose and participation between students, faculty, and administration
	52. Student discipline needs improvement
	53. A teacher planning board should be involved in all school decisions (teachers should have more "say" in school decisions)
	54. Student privileges should be "givens" and not have to be "earned." (senior privileges in high school)
	(55-59 are open as of March 1967)
	60. Need better physical conditions, more space--Use code 60 if none of the classifications below apply.
	61. Need laboratory space and equipment
	(62-76, 78-87, and 89-98 are open as of March 1967)
	77. DK (Actually written in to this effect)
	88. Coded 8 in Col.35 (no way to tell whether or not R tried any practice or anything)
	99. NA (Coded 1 in Col.35 but this question not answered)

Question 35: To whom did you communicate your idea?

IN THE ASSIGNED COLUMN FOR EACH ITEM (see next page) IN QUESTION 35, PLEASE CODE AS FOLLOWS:

1. If checked (or written in)
2. If not checked (or not written in)
8. Coded 8 in Col.35 (no way to tell re practice)
9. Inap. (Coded 2 in Col.35)(had no idea)
0. If the entire question is left blank (unanswered), but question 35 is answered with a "YES."

DECK 58, Page 6

COLUMN	CONTENT
	Question 35: cont.
38	Teacher in my building
39	Teacher in another building
40	My principal or assistant principal
41	My department head
42	Supervisor, coordinator, curriculum worker
43	Student
44	Superintendent
45	Board member
46	Central office administrator
47	Parent
48	Guidance or psychological service worker
	Responses given in Other (49-55) should be coded into the following categories:
49	When respondent states "No one" clearly
50	Implication of reporting to "No one"; it is essential that both questions 33 (with "YES") and 36 are answered to imply that the respondent had an idea but not clear if he report this to anyone.
51	Teacher aide
52	Secretarial and clerical personnel
53	Custodial, maintenance, lunchroom staff
54	Any person not connected with school system, i.e.,teacher's friends, relatives or other associates
55	LEAVE BLANK
56	Question 36: Was your idea tried out in your school or . . .?

1. Yes
2. It's being considered.
3. No, it was considered and turned down.
4. No, it was not even considered.
5. I don't know.

8. If coded 8 in Col. 35
9. Inap. (if coed 2 in Col.35)
0. NA (Coded 1 in Col.35 but this question not answered)

* * * * * * * *

57-80 Leave blank

COPED : DECK 59

The following instrument is to be coded in this deck:

ADULTS: PART II A-12 REACTIONS TO THE COPED STAFF

* * * * * * * * * *

COLUMN	CONTENT	
1 - 5	Study identification -- COPED	STANDARD FIELD PUNCHING
6 - 7	Deck number -- 59	
8	COPED center identification	
9	School system in each area	
10-11	School building in each area	
12-14	Respondent ID number	
15	Date of testing	
16-17	Respondent role or position	
18	Respondent sex	
19	Respondent race	
20	Respondent s.e.s.	
21	Respondent age	
22	Respondent college degree	
23	Respondent tenure status	
24	Religious preference	

* * * * * * * * * *

A-12 REACTIONS TO THE COPED STAFF (ADULTS: PART II)

COLUMN	CONTENT
25	Question 1: How frequently have you talked or worked with one or more members of the COPED staff in the past 3 months?

1. Very frequently; more than 10 times in the last 3 months
2. Frequently; 5 to 10 times in the last 3 months
3. Occasionally in the last 3 months
4. Once or twice in the last 3 months
5. Not at all in the last 3 months
6. Not ever
7. DK (Actually written in to this effect)
0. NA (Not answered)

COLUMN CONTENT

QUESTIONS 2 THROUGH 31 (listed below) ARE TO BE CODED INTO ASSIGNED COLUMNS AS FOLLOWS:

1. I agree very much
2. I agree some
3. I am in between
4. I disagree some
5. I disagree very much

7. DK (Actually written in DK; or number(s) circled and erased)
0. NA (No number is circled for the given question.)

26 Q. 2: COPED staff members are available to answer our questions and discuss our problems when we need them.

27 Q. 3: They are probably honest and well meaning but they seem confused about what they want.

28 Q. 4: I like to talk with them.

29 Q. 5: They are trying to make our program more effective, but they are pushing too hard and are too impatient.

30 Q. 6: They have been able to assist me in improving my relations with students.

31 Q. 7: The COPED members working with our staff are skilled and honest enough but they just don't know enough about our school and the way we do things to be of much help.

32 Q. 8: They suggest changes in our schools that are impractical.

33 Q. 9: They have been able to assist me in improving my relations with teachers or other staff members.

34 Q.10: No matter how much this staff may change its way of doing things while COPED and the administration are working on us, we'll go right back to the way things were after the pressure is off.

35 Q.11: Their visits cause interruptions in our work and add to our work load.

36 Q.12: Our meetings seem to go well, but there doesn't seem to be any relations between what we do in them and what we do in regular work.

37 Q.13: I have picked up ideas from them that I'm going to try out in my regular work.

38 Q.14: I suspect that they pass on to others in my school system information of a confidential nature.

39 Q.15: The COPED staff should help a group like us collect information on ourselves and help interpret it, and that's all.

40 Q.16: The trouble with the COPED staff is that they pay too much attention to "climate," and "communication process" and not enough to providing solutions to problems.

41 Q.17: They have been able to assist me in improving my relations with administrators.

42 Q.18: They understand and can assist me on problems of instruction for the subjects and grade levels I teach.

Continued on next page.

COLUMN	CONTENT
43	Q. 19: I just don't see the problems that the consultants seem to be talking about; we really don't need to change the way we are doing things.
44	Q. 20: You can really say what's on your mind with these people.
45	Q. 21: Talk, talk, talk; I wish we could learn some tangible procedures from the consultants.
46	Q. 22: The most helpful thing consultants can do is not so much gathering information about the group but, once the information is gathered, to help the group change.
47	Q. 23: We need outside consultants, but these consultants really are not much help.
48	Q. 24: Their survey instruments are useful.
49	Q. 25: I could name four or five people in our system who are really more able to do what the COPED staff is trying to do.
50.	Q. 26: They are helpful, but some people with power on the staff will probably undermine all our progress.
51	Q. 27: They really seem to know how to get people to see what's going on.
52	Q. 28: The administration showed poor judgment in bringing in outside help; the real leadership can come only from inside the school system.
53	Q. 29: I've learned more from them than from all the other in-service training programs put together.
54.	Q. 30: The COPED staff are skilled in conducting meetings.
55	Q. 31: I would like to participate in another project with the COPED staff.

56-57 Please write any other reactions that would help us do our job better . . .

NOTE: WHEN TWO OR MORE RESPONSES ARE GIVEN CODE THE FIRST RESPONSE ONLY.

A. POSITIVE RESPONSES

01. Acceptance of COPED and willingness to participate--Code here any other responses that cannot be coded into the following categories.

02. R approves or is neutral about the COPED goals, but feels no effect can be seen for several years.

03. R would like more contact with COPED staff.

04. R has good relationship with COPED staff.

05. COPED influenced R to change position, either elsewhere within system or to another system where I'll be freer and treated more like an intelligent human being.

06. Gave R an opportunity to talk with resource people

(07-09 are open as of March 1967)

10. Any other positive response that cannot be coded above

(11-19 are open as of March 1967)

Continued on next page.

COLUMN CONTENT

56-57 Any other reactions . . ., cont.

B. NEGATIVE RESPONSES

cont.

20. Any responses that pertains to difficulties experienced by the R in answering these questions due to lack of knowledge about COPED or the COPED staff that cannot be coded into following categories.

21. Comment indicates that questions don't apply or that answers are of limited values because R doesn't know anything about COPED personnel.

22. Comment indicates that questions don't apply or that answers are of limited value because R doesn't know anything about COPED purpose or activities.

23. Comment indicates that questions don't apply or that answers to them are of limited values because R doesn't know anything about COPED in general.

24. R indicates that his knowledge of COPED is only from comments heard second- or third-hand; he has had no direct contact with COPED staff.

25. Comment indicates that R has had contact only within system COPED personnel, but no outside COPED consultants.

26. Comment indicates that R has had contact with COPED only in meetings where limited interaction was possible and that he has had no individual or close contact with COPED.

(27-29 are open as of March 1967)

30. Any other negative feelings, that cannot be coded below.

31. R indicates hostility towards questions or questionnaire.

32. R indicates hostility towards COPED in general; COPED just a name not a functional change agency; poor presentation of COPED project; COPED won't change anything.

33. R indicates hostility toward COPED staff; poor selection of COPED staff; COPED members self-interested, don't care about project.

(34-39 are open as of March 1967)

C. CONSTRUCTIVE CRITICISM

40. Constructive criticism--Code here any other responses that cannot be coded into the following categories.

41. R indicates some set of conditions or some condition that needs to be met before COPED can be as effective as it might be (more money for released time, a different person in a particular office)

42. COPED members should be more available to the staff; others should have more contact with COPED staff.

43. R thinks questions are premature; too early to tell, etc.

Continued on next page.

COLUMN CONTENT

56-57 Any other reactions . . ., cont.

C. cont.

cont.

44. R indicates COPED is working with the wrong level in the system.

45. R indicates COPED is working with the wrong group in the system.

46. R indicates that COPED should provide system members with more information on its purposes and/or activities.

47. R indicates COPED should provide system with information about results from questionnaires and/or results about its effects in the system generally.

48. R indicates COPED should make recommendations to the system.

49. R indicates there should be more emphasis on change.

50. R indicates he would like to see more practical problems discussed.

51. R indicates COPED should carry out or help the system carry out specific instructional or pupil participation innovations, such as those listed in A-11, Page 3 (but not limited to these).

52. R indicates COPED should carry out or help the system carry out specific technical innovations such as (but not limited to) those listed in A-11, Pages 4-5.

53. R indicates COPED should carry out specific organizational or procedural (decision-making, etc.) innovations.

54. R indicates COPED should carry out specific group work process innovations such as (but not limited to) those listed in A-6, Items 1-40.

(55-59 are open as of March 1967)

60. Any response that indicates that R is actually participating in, or has a close connection to, COPED program or staff.

61. I am a member of the COPED staff.

(62-76, 78-87 and 89-98 are open as of March 1967)

77. DK (Actually written in to this effect)

88. Open, written refusal to answer

99. NA (No answer is given.)

* * * * * * * * * *

58-80 Leave blank

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART I

(Deck 10)

Write your name here _____

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART I

(Deck 10)

The Cooperative Project in Educational Development is a project involving persons from many universities and schools. We hope to help people understand schools and make them better. To make schools better places to learn and to work, we need to understand what students and teachers do and how they feel about things. Your answers to the following questions will help in this. We want to know how you feel and how you see things. Your answers will be kept secret. Your teacher will not see your answers, and only people at the universities will. For some questions we will add up the answers of different students so that we can say how students in general feel, and we may tell you, your teachers, and the principal about this. But your own answers will always be kept secret.

We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

Your teacher's name _____

Your grade _____

Your age _____

Subject _____

COPED FORM C-1 (Deck 10)

HOW DO YOU FEEL ABOUT THESE THINGS?

Circle the number which tells best how you feel about each statement. For example, if the statement were, "It is all right to come late to class," and you disagree some, you would answer like this:

It is all right to come late to class.	1	2	3	(4)	5
	I agree very much	I agree some	I am in between	I disagree some	I disagree very much

(25)	1. It is good to take part as much as possible in classroom discussions.	1	2	3	4	5
(26)	2. Asking the teacher for help is a good thing to do.	1	2	3	4	5
(27)	3. The teacher should really try to find out how the students feel.	1	2	3	4	5
(28)	4. School work should be fun most of the time.	1	2	3	4	5
(29)	5. It is good to help other students with school work except during tests.	1	2	3	4	5
(30)	6. You should always work as hard as you can in this class.	1	2	3	4	5
(31)	7. Getting along with the other students in this class is just as important as school work.	1	2	3	4	5

COPED FORM C-2 (Deck 10)

HOW THIS CLASS FEELS

How do you think your classmates feel about the same things? Circle the number which best answers how you think the other students in this class feel about each statement.

		Most students agree very much	Most students agree some	Most students are in between	Most students disagree some	Most students disagree very much
(32)	1. It is good to take part as much as possible in classroom discussions.	1	2	3	4	5
(33)	2. Asking the teacher for help is a good thing to do.	1	2	3	4	5
(34)	3. The teacher should really try to find out how the students feel.	1	2	3	4	5
(35)	4. School work should be fun most of the time.	1	2	3	4	5
(36)	5. It is good to help other students with school work except during tests.	1	2	3	4	5
(37)	6. You should always work as hard as you can in this class.	1	2	3	4	5
(38)	7. Getting along with the other students in this class is just as important as school work.	1	2	3	4	5

COPED FORM C-3 (Deck 10)

HOW DO YOU THINK YOUR TEACHER FEELS?

How do you think your teacher feels about the same things? Circle the number that answers best how you think your teacher feels about each statement.

		The teacher would agree very much	The teacher would agree some	The teacher would be in between	The teacher would disagree some	The teacher would disagree very much
(39)	1. It is good to take part as much as possible in classroom discussions.	1	2	3	4	5
(40)	2. Asking the teacher for help is a good thing to do.	1	2	3	4	5
(41)	3. The teacher should really try to find out how the students feel.	1	2	3	4	5
(42)	4. School work should be fun most of the time.	1	2	3	4	5
(43)	5. It is good to help other students with school work except during tests.	1	2	3	4	5
(44)	6. You should always work as hard as you can in this class.	1	2	3	4	5
(45)	7. Getting along with the other students in this class is just as important as school work.	1	2	3	4	5

COPED FORM C-4 (Deck 10)

MY TEACHER IN THIS CLASS

Pretend that you could have your teacher change in some way. Please mark the way you would like to have your teacher in this class act by putting a circle around the number that best tells how you would like your teacher to be.

		I wish my teacher would do this:				
		Much more than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
(46)	1. Ask us to decide what the class will do.	1	2	3	4	5
(47)	2. Tell us how we're doing on school work.	1	2	3	4	5
(48)	3. Talk to our parents.	1	2	3	4	5
(49)	4. Make sure we do the work we should do.	1	2	3	4	5
(50)	5. Ask us how we feel.	1	2	3	4	5
(51)	6. Like us.	1	2	3	4	5
(52)	7. Explain what we are supposed to do.	1	2	3	4	5
(53)	8. Explain how to do our class work or assignments.	1	2	3	4	5
(54)	9. Trust us on our own.	1	2	3	4	5
(55)	10. Know the subject he or she is teaching.	1	2	3	4	5

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART II

(Decks: 11 & 12)

Write your name here _____

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART II

(Decks: 11 & 12)

The Cooperative Project in Educational Development is a project involving persons from many universities and schools. We hope to help people understand schools and make them better. To make schools better places to learn and to work, we need to understand what students and teachers do and how they feel about things. Your answers to the following questions will help in this. We want to know how you feel and how you see things. Your answers will be kept secret. Your teacher will not see your answers, and only people at the universities will. For some questions we will add up the answers of different students so that we can say how students in general feel, and we may tell you, your teachers, and the principal about this. But your own answers will always be kept secret.

We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

Your teacher's name _____

Your grade _____

Your age _____

Subject _____

COPED FORM C-5 (Deck 11)

THE PEOPLE IN THIS CLASSROOM GROUP

In every classroom there are some students who seem to do certain things or act in certain ways more often than other students. We would like to know how you feel about other students and which ones you think do certain things more often than others. Though you may know many students who are not in this particular classroom, in these questions we are asking you to think about <u>just this classroom group</u>. Please answer each question as thoughtfully as you can, using your class list with the names and numbers.

1. Who are the 4 students in this classroom group who you think are <u>best at doing school work</u>? Write the numbers of the 4 persons in the correct blanks below. DO NOT INCLUDE YOUR OWN NUMBER.

		Student's number
(25-26)	Best at doing school work	_____
(27-28)	Next best at doing school work	_____
(29-30)	Third best at doing school work	_____
(31-32)	Fourth best at doing school work	_____

2. Who are the 4 students in this classroom group who are the <u>most helpful to</u> you? Write the number of the 4 persons in the correct blanks below. Write only one number on each line. Remember not to include your own number.

		Student's number
(35-36)	Most helpful	_____
(37-38)	Next most helpful	_____
(39-40)	Third most helpful	_____
(41-42)	Fourth most helpful	_____

3. Who are the 4 students in this classroom group who you think most often get other students in this class to follow them? This means--<u>who are the 4 leaders</u>? Write the numbers of the 4 persons in the correct blanks below. Write only one number on each line. Remember not to include your own number.

		Student's number
(45-46)	Leader most often	_____
(47-48)	Leader next most often	_____
(49-50)	Leader third most often	_____
(51-52)	Leader fourth most often	_____

4. Which 4 students <u>in this classroom group do you like the most</u>? Please write their numbers in the 4 blanks below. Do not include your own number.

		Student's number
(55-56)	Like most	_____
(57-58)	Like next most	_____
(59-60)	Like third most	_____
(61-62)	Like fourth most	_____

(65) 5. Are there young people about your age <u>not</u> in this classroom group whom you like better than anyone in this group? Please circle one.

1. Yes

2. No

(66) 6. If you answered "yes," about how many of these other young people would you say there are that you like better than anybody in this classroom group? Circle one number.

1	2	3	4	5
6	7	8	9	10 or more

COPED FORM C-7 (Deck 12)

LIFE IN THIS CLASSROOM GROUP

Here is a list of some things that describe life in the classroom. Circle the number of the statement that best tells <u>how this class is for you</u>.

(39) 1. Life in this class with your regular teacher...

1. has all good things.
2. has mostly good things.
3. has more good things than bad.
4. has about as many good things as bad.
5. has more bad things than good.
6. has mostly bad things.

(40) 2. How hard are you working these days on learning what is being taught at school?

1. Very hard.
2. Quite hard.
3. Not very hard.
4. Not hard at all.

(41) 3. When I'm in this class I...

1. usually feel wide awake and very interested.
2. pretty interested, bored part of the time.
3. not very interested, bored a lot of the time.
4. don't like it, usually beel bored.

(42) 4. How good is your school work compared to the work of the others in the class?

1. much better than most.
2. a little better than most
3. about the same as most
4. not quite as good as most
5. much worse than most

(43) 5. As far as you can tell, how many of the students in this class skip school sometimes?

1. most of them skip sometimes.
2. more than half skip sometimes.
3. less than half skip sometimes.
4. a few students skip sometimes.
5. nobody skips.

(44) 6. In class, working with others is...

1. the best way for me to learn.
2. sometimes good, sometimes not.
3. not as good as working alone.
4. a waste of time for me.

(45) 7. Learning from books is...

1. a good way to learn.
2. good, but I can learn more in other ways.
3. not a very good way to learn.
4. not at all a good way to learn.

(46) 8. The teacher corrects our written work and gives it back to us...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. not very often.

(47) 9. When we get grades on our class work, the teacher tells us what we did wrong and what we did right...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. hardly ever.

(48) 10. My teacher grades fairly...

1. always.
2. almost always.
3. most of the time.
4. some of the time.
5. hardly ever.

(49) 11. This school...

1. is my idea of a good school.
2. is O.K. but it could be better.
3. isn't very good.
4. is pretty bad--I don't like it.

COPED FORM C-8 (Deck 12)

YOUR PARENTS' WORK

(50) 1. CHECK ONE:

_____1. My father is living with me.
_____2. My father is not living with me, but my stepfather is living with me.
_____3. My father is not living with me, but an adult male is living with me.
_____4. My father is not living with me, and I have no stepfather or any other adult male living with me.
_____5. Other (explain) _____

(51-52) 2. If your father or stepfather or other adult male is living with you, what is the name or title of his job? _____

(53-54) What exactly does he do on the job? _____

_____

(51-52) 3. If your father or stepfather is not living with you now, what was the name or title of his job before? _____

(53-54) What exactly did he do on the job? _____

_____

(55) 4. CHECK ONE:

_____1. My mother is living with me.
_____2. My mother is not living with me, but my stepmother is living with me.
_____3. My mother is not living with me, but an adult female is living with me.
_____4. My mother is not living with me, and I have no stepmother or other adult woman living with me.
_____5. Other (explain) _____

(56) 5. If your mother or stepmother or other adult woman is living with you, does she have a job outside the home?

_____1. Yes.
_____2. No.

(57-58) If your answer is yes, what is the name or title of her job? _____

_____

(59-60) What exactly does she do on the job? _____

_____

(61) 6. How old are you? (age at last birthday) _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS
(HIGH SCHOOL)

PART III

(Deck 13)

Write your name here _____

m

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS
(HIGH SCHOOL)

PART III

(Deck 13)

The Cooperative Project in Educational Development is a project involving persons from many universities and schools. We hope to help people understand schools and make them better. To make schools better places to learn and to work, we need to understand what students and teachers do and how they feel about things. Your answers to the following questions will help in this. We want to know how you feel and how you see things. Your answers will be kept secret. Your teacher will not see your answers, and only people at the universities will. For some questions we will add up the answers of different students so that we can say how students in general feel, and we may tell you, your teachers, and the principal about this. But your own answers will always be kept secret.

We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

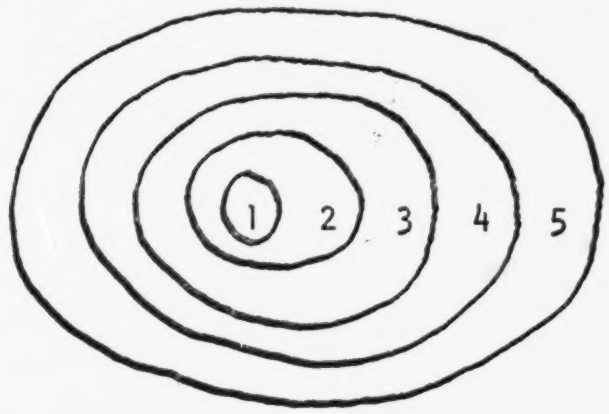
Your teacher's name _____

Your grade _____

Your age _____

Subject _____

(40) 4. The people in this school who are most important and most looked up to could be called the leading crowd. Suppose the center circle below represented the leading crowd. How far out from the center are you? (Place a check in the circle where you think you are.)



(41) 5. Have you ever been sent out of the class to the Office by a teacher you didn't get along?

1. Yes, more than once.
2. Yes, once.
3. No.

(42) 6. Have you ever skipped school with a gang of kids (whether or not you got caught)?

1. Yes, more than once.
2. Yes, once.
3. No.

(43) 7. How likely do you think it is that you will go on to a college or university?

1. Definitely will go on.
2. Probably will go on.
3. May go on but not sure.
4. Probably will not.
5. Definitely will not.

(44) 8. How likely do you think it is that you will go to a trade, technical, or business school?

1. Definitely will go on.
2. Probably will go on.
3. May go on but not sure.
4. Probably will not.
5. Definitely will not.

(45) 9. How likely do you think it is that you will leave high school before graduation?

1. Definitely will leave before graduation.
2. Probably will leave.
3. May leave but not sure.
4. Probably will not.
5. Definitely will not.

COPED FORM C-9 (HS) (Deck 13)

YOUR HIGH SCHOOL AND YOUR ASPIRATIONS

The questions so far have dealt with this particular classroom. Now we would like you to think about your whole school.

1. Among the items listed below, what does it take for a boy to get to be important and looked up to by other students in this school? Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(25) _____bright, well-informed, and interesting.
(26) _____doing well in school (grades, tests, learning).
(27) _____being an athletic star.
(28) _____coming from the right family.
(29) _____being attractive to girls (good-looking, fun to be with).

2. Among the items listed below, what does it take for a girl to get to be important and looked up to by other students in this school? Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(30) _____bright, well-informed, and interesting.
(31) _____doing well in school (grades, tests, learning).
(32) _____being a cheerleader.
(33) _____coming from the right family.
(34) _____being attractive to boys (good-looking, fun to be with).

3. Now look at the items listed below and rank them according to what you feel is most important for you personally, regardless of what others may choose. Put 1 by the item that you think is most important, 2 by the item that you think is next most important, 3 for the next, 4 for the next, and 5 for the least important.

(35) _____bright, well-informed, and interesting.
(36) _____doing well in school (grades, tests, learning).
(37) _____being an athletic star (if you are a boy) or a cheerleader (if you are a girl).
(38) _____coming from the right family.
(39) _____being attractive to the opposite sex (good-looking, fun to be with).

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART IV

(Deck 14)

Write your name here _____

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

STUDENTS

PART IV

(Deck 14)

The Cooperative Project in Educational Development is a project involving persons from many universities and schools. We hope to help people understand schools and make them better. To make schools better places to learn and to work, we need to understand what students and teachers do and how they feel about things. Your answers to the following questions will help in this. We want to know how you feel and how you see things. Your answers will be kept secret. Your teacher will not see your answers, and only people at the universities will. For some questions we will add up the answers of different students so that we can say how students in general feel, and we may tell you, your teachers, and the principal about this. But your own answers will always be kept secret.

We think you will like to answer many of the questions. Just thinking about the questions may make people start thinking about how schools could be better. Try to answer all the questions with how you feel and how you see things.

Check one: Girl _____ Boy _____

Your teacher's name _____

Your grade _____

Your age _____

Subject _____

(34) 4. a. How often did you see somebody else needing help during your class today?

1. I saw somebody needing help many times.
2. I saw somebody needing help several times.
3. I saw somebody needing help once or twice.
4. I never saw anybody needing help.

(35-36) b. How could they be helped? _____

_____

_____

(37) 5. a. How much did you say something or ask questions during class today?

1. A lot.
2. Some.
3. A little.
4. I didn't say anything.

(38) 6. a. If you did say something, then how did you feel about it?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(39-40) b. Why did you feel this way? _____

_____

_____

(41) 7. a. If you <u>didn't</u> say anything, how did you feel about it?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(42-43) b. Why did you feel this way? _____

_____

_____

(44) 8. a. How did you feel about what the teacher did today?

1. Very good.
2. Fairly good.
3. Not too good.
4. Not good at all.

(45-46) b. What did the teacher do to make you feel that way? _____

_____

_____

COPED FORM C-10 (Deck 14)

TODAY'S CLASS

The following questions refer to today's class with your teacher. For some questions you are asked to circle the number of the phrase that says best how you feel. For other questions you are asked to write a sentence or two to tell why you feel as you do.

(25) 1. a. How do you feel about how much you learned today?

1. I don't think I learned much.
2. I learned a little bit.
3. I learned some but not a lot.
4. I learned a lot today.

(26-27) b. Please write why you feel this way. _____

_____

_____

(28) 2. a. How much did you feel lost, or confused, or mixed-up about what the teacher wanted you to learn?

1. I was never lost at all.
2. I was lost a couple of times.
3. I was lost quite a few times.
4. I was lost most of the time.

(29-30) b. If you were lost at all, why do you think you were lost? _____

_____

_____

(31) 3. a. How often did you feel you wanted some extra help during the class today?

1. I wanted help many times.
2. I wanted help several times.
3. I wanted help once or twice.
4. I never wanted any help.

(32-33) b. If you wanted help, what kind of help did you want? _____

_____

_____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

ADULTS

PART I

(Decks: 40-49)

Your name _____

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

ADULTS

PART I

(Decks: 40-49)

The following questions are being asked as part of an action-research project known as The Cooperative Project in Educational Development (COPED). Your school system and about twenty others are cooperating in COPED along with eight universities and The National Training Laboratories. COPED is seeking to discover and develop ways that school people can be more effectively assisted in continuously improving the education of children. The information you provide here will be critically important to this effort. It will be analyzed by social scientists in the university settings. Some of the results will be returned to your school system where they may influence some changes. Therefore, it is essential that you be as honest and direct in your answers as possible. In order for you to feel completely free in your answers, you are assured that the data will be handled in an anonymous way. Before even the researcher sees your answers, your name will be replaced by a code number. The reason for needing your name is so that if you are asked for more information in the future, you can be assigned the same code number. No one, not even the researchers, will ever know how you, personally, answered these questions.

Sex: Male _____ Female _____

School _____

Subject _____

Grade level you are teaching _____

COPED FORM A-1 (Deck 40)

BIOGRAPHICAL INFORMATION

In order to analyze properly your responses on the various instruments you are filling out, it is necessary to obtain information about you as an individual. These questions are not intended to be "snoopy." Instead, the intention is to gain information which will permit examination of other data in terms of groups of people who have had different backgrounds.

Please answer each question to the best of your knowledge.

(10-11) 1. Name of the Building in which you work _____

(16-17) 2. Title of your position _____
(also, check the appropriate category below.)

(25-26)

1_____Teacher
2_____Principal or assistant Principal
3_____Guidance or psychological services
4_____Assistant Superintendent
5_____Superintendent
6_____Curriculum (Supervisor, Director, Coordinator, Consultant, etc.)
7_____Other district or central office administrator
8_____Board member
9_____Teacher aide
10_____Custodial, maintenance, or lunchroom staff
11_____Secretarial or clerical staff
12_____Other (Please specify.) _____

(27) 3. At what level do you work?

1_____Preschool (nursery and kindergarten)
2_____Elementary
3_____Middle school or junior high school
4_____High school
5_____Other (specify) _____
6_____Several or all levels

(21) 4. Age:

1_____20-24 years
2_____25-29
3_____30-34
4_____35-39
5_____40-44
6_____45-49
7_____50-54
8_____55-59
9_____60 or over

(18) 5. Sex

1_____Male
2_____Female

(28) 6. Years completed in this school system:

1_____less than one year
2_____1 year
3_____2 years
4_____3-5 years
5_____6-10
6_____11-15
7_____16-20
8_____21 or more years

(29) 7. Years completed in this building:

1_____less than one year
2_____1 year
3_____2 years
4_____3-5 years
5_____6-10
6_____11-15
7_____16-20
8_____21 or more years

(30) 8. Years completed in your present position:

1_____less than one year
2_____1 year
3_____2 years
4_____3-5 years
5_____6-10
6_____11-15
7_____16-20
8_____21 or more years

(31) 9. Tenure status:

1_____Tenured in district
2_____Propationary in district
3_____Not fully certified in district (if applicable)
4_____Other (explain) _____

(32) 10. Marital status:

1_____Single
2_____Married
3_____Divorced or separated
4_____Widowed

(22) 11. Highest collegiate degree:

1_____None
2_____A.A. (Junior college or two years of college)
3_____A.B. or B.S.
4_____Masters
5_____Professional diploma
6_____Doctorate

(33) 12. Experience

1_____Number of years as a teacher
2_____Number of years as a principal or an assistant principal
3_____Number of years as a central office administrator
4_____Number of years in another capacity in education
Total_____Years

(23) 13. What type of institution did you attend fro MOST of your undergraduate education?

1_____No formal education beyond high school
2_____Two-year junior college
3_____Two or three-year normal school
4_____Four-year teacher's college
5_____Teacher preparation unit of a state college
6_____Teacher preparation unit of a university
7_____Other unit or department of a university
8_____Liberal arts college (not part of a university)
9_____Other; please specify: _____

(24) 14. What is your religious preference, if any (replay optional)?

1_____Protestant
2_____Catholic
3_____Jewish
4_____None
5_____Other; please specify: _____

(19) 15. What is your race? (reply optional)

1_____Negro
2_____White
3_____Oriental
4_____Other; please specify: _____

16. How much formal education did your father have? If your father was not living with you during your childhood, please indicate your mother's education.

(34) a. Please check one: My father _____ had:
My mother _____ had:

(35-36) b.
0_____None
1_____Some elementary school
2_____Finished elementary school
3_____Some high school
4_____Finished high school
5_____Some college
6_____Graduated from college
7_____Some post-graduate work, M.A., etc.
8_____Received a doctoral degree
9_____Other (specify) _____

(20) 17. Please check one of the following categories which indicates where your father's occupation most nearly falls. If your father was not living with you during your childhood, please indicate your mother's occupation.

1_____Professional (requiring advanced degree, i.e., doctor, lawyer); or owner or manager of large business.

2_____Professional (requiring college degree only, i.e., engineer); or lower-level manager or official; owner of large farm.

3_____Sales, clerical, and similar white-collar; owner or operator of medium-size farm.

4_____Skilled worker, craftsman, foreman; protective or service worker.

5_____Owner of small business or small farm.

6_____Semi-skilled worker; operative.

7_____Unskilled worker (farm or other laborer, domestic service).

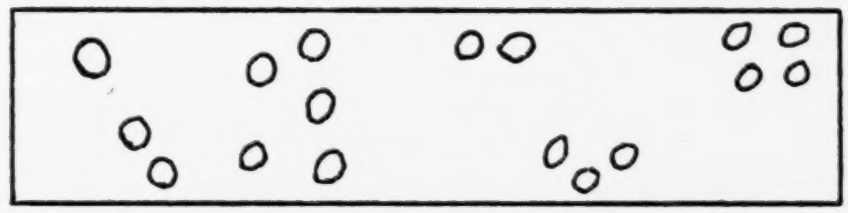
8_____Check here if your father was not living with you during your childhood and your mother's occupation was <u>housewife</u>.

COPED FORM A-2 (Deck 40)

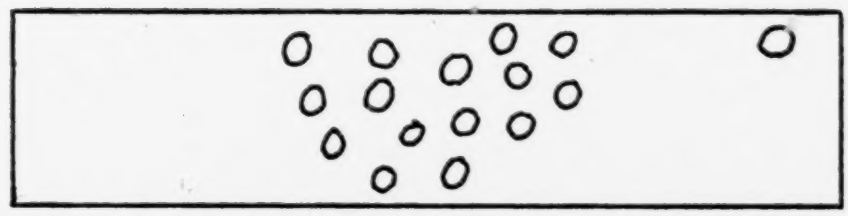
BUILDING STRUCTURE

(37-38) 1. If you were to look at this school's staff of teachers as a group, which one of these drawings would most nearly look like the teachers of this staff?

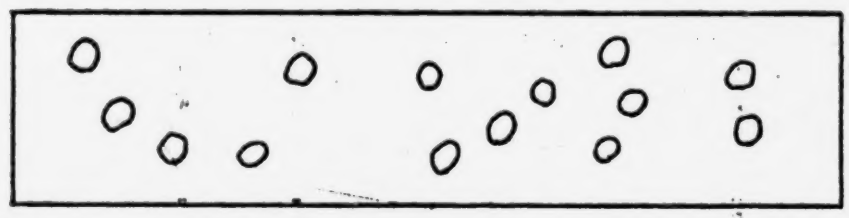
a. _____



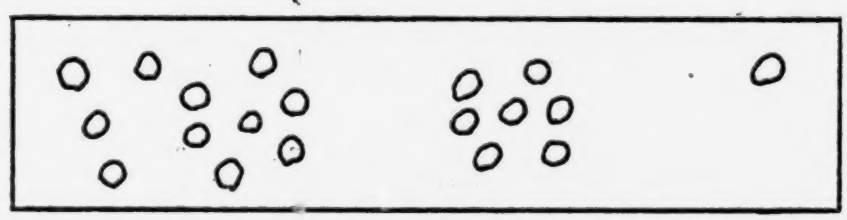
b. _____



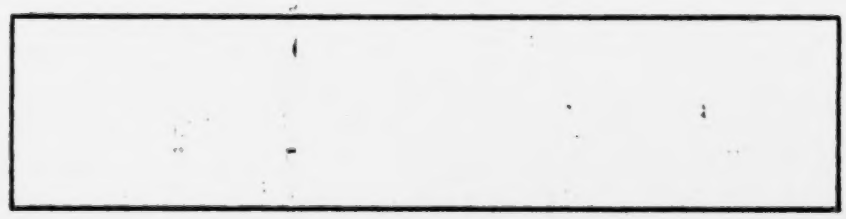
c. _____



d. _____



e. _____Other---
Please draw:



2. Please check one:

If you are a teacher or a teacher aide _____, please answer both items 3 and 4 below; if you are not a teacher or teacher aide _____, please answer item 4.

(39-40) 3. Now please go back over the drawing you selected and place an "X" within the circle that best represents your position in the drawing of this staff.

(41-42) 4. Now please go back again to the drawing you selected and put a "P" in a circle (you may draw it in) that best represents the school <u>principal's</u> position in relations to the teaching staff.

COPED FORM A-3 (Deck 41)

ESTIMATES

Facts and figures in the operation of a school system are often hard to come by. Very often people must guide their daily work by making estimates. In the questions that follow, we ask for your estimates about a number of important matters. Do not worry about being too precise; an estimate is an estimate! Give the judgment that seems most justified to you.

1. A school system cannot be all things to all people. Considering the staff in your school system, the financial support for the system, the kinds of children who attend the schools, and the attitudes of the community, what would you feel are the four primary objectives towards which effort should be put in your school system during the next two years? Put "1" by the most important, "2" by the next most, "3" by the next most important, and "4" for the next most important. Remember, you are thinking of objectives for this school system for the next two years. Use only the numbers 1, 2, 3, 4, to show the four objectives you feel are primary. Leave the other items blank.

(25) 1____Reducing the dropout rate.

(26) 2____Improving attention to basic skills in the first three grades.

(27) 3____Improving attention to physical health and safety of students.

(28) 4____Increasing children's motivation and desire to learn.

(29) 5____Improving learning opportunities for disadvantaged children.

(30) 6____Increasing the percentage of college attendance by seniors.

(31) 7____Improving discipline and the behavior of "difficult" children.

(32) 8____Improving the quality of student academic achievement at all levels.

(33) 9____Improving children's adherence to moral, ethical, and patriotic standards.

(34) 10____Improving learning opportunities for gifted or talented children.

(35) 2. Please think of the person (or group) to whom you are immediately responsible. For example, if you are a teacher, think of your department head or principal. If you are a principal, think of a particular central office administrators. If you are a board member, think of the community you represent. And so on.

Please indicate the position of the person or group to whom you are immediately responsible:

1____Teacher (Check here if you are a teacher's aide.)

2____Department head

3____Principal

4____Central office Administrator, other than Superintendant

5____Board

6____Other (Specify) _____

3. Now here is the same list of objectives again. This time, please estimate how the person or group whose position you have indicated above would answer it. Put "1" to show your estimate of what he or she (or they) would regard as the most important objective for the next two years, "2" by the next most, and so on. Use only the numbers 1, 2, 3, 4, and leave the rest blank. If you are not sure, give your best guess as to what that person's (or group's) objectives for the system are, for the next two years.

(36) 1____Reducing the dropout rate.

(37) 2____Improving attention to basic skills in the first three grades.

(38) 3____Improving attention to physical health and safety of students.

(39) 4____Increasing children's motivation and desire to learn.

(40) 5____Improving learning opportunities for disadvantaged children.

(41) 6____Increasing the percentage of college attendance by seniors.

(42) 7____Improving discipline and the behavior of "difficult" children.

(43) 8____Improving the quality of student academic achievement at all levels.

(44) 9____Improving children's adherence to moral, ethical, and patriotic standards.

(45) 10____Improving learning opportunities for gifted or talented children.

4. People often leave their jobs for a variety of reasons. Some are neutral, some are positive, and some are negative. What percent of the people in this school system who left their jobs last year would you estimate left for each of the following reasons?

Percent

(46-47) _____% Neutral reasons for leaving: (pregnancy, relocation, illness, retirement, etc.)

(48-49) _____% Positive reasons for leaving: (better job opportunity or salary elsewhere, etc.)

(50-51) _____% Negative reasons for leaving: (tension or dissatisfaction, contract not renewed by system or enforced resignation, etc.)

Total 100 % of the people who left system.

5. Which two characteristics do you think actually count most in getting ahead in this school system? Put a 1 for the most important, 2 for the next important.

(52) 1_____Quality of work done

(53) 2_____Quantity of work done

(54) 3_____Dependability

(55) 4_____Imaginativeness, inventiveness, creativity

(56) 5_____Seniority

(57) 6_____Formal education completed

(58) 7_____How well one is liked by his immediate superior

(59) 8_____How well one is liked by the people in the central office

6. Which two characteristics do you think <u>should</u> count the most in getting ahead in this school system?

(60) 1_____Quality of work done

(61) 2_____Quantity of work done

(62) 3_____Dependability

(63) 4_____Imaginativeness, inventiveness, creativity.

(64) 5_____Seniority

(65) 6_____Formal Education

(66) 7_____How well one is liked by his immediate superior

(67) 8_____How well one is liked by the people in the central office

(68) 7. Where would you like to be working five years from now? (Check one)

1_____In this school system

2_____In another school system

3_____In a university or college

4_____In an area other than education

5_____Other educational setting (Specify) _____

(69) 8. If you would like to be working in a school system five years from now, what would you like to be doing?

1_____Teacher

2_____Principal or assistant principal

3_____Superintendent

4_____Administrator in a central office

5_____Curriculum director, supervisor or coordinator

6_____Guidance or psychological service

7_____Other _____(Please Specify)

70-71) 9. What do you think is the possibility of your being in the position you want in this school system five years from now? (Circle the appropriate percent.)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Absolutely no possibility. | About equally possible or not possible | Extremely possible

The following statements refer to aspects of any school. Please indicate to what extent each of these statements describes the climate of your school whether they always, almost always, often, only sometimes, or almost never occur.

Are you affiliated with any particular school building? Yes _____ No _____

If you are not affiliated with any particular school buildings, skip to the next page, FORM A-4, DO'S AND DON'TS.

	Always	Almost always	Often	Only sometimes	Almost never
(72) 10. I find my job very exciting and rewarding.	1	2	3	4	5
(73) 11. I am just a cog in the machinery of this school.	1	2	3	4	5
(74) 12. I feel involved in a lot of activities that go on in this school.	1	2	3	4	5
(75) 13. I do things at school that I wouldn't do if it were up to me.	1	2	3	4	5
(76) 14. I really don't feel satisfied with a lot of things that go on in this school.	1	2	3	4	5
(77) 15. Though teachers work near one another, I feel as if I am on an island by myself.	1	2	3	4	5
(78) 16. In the long run, it is better to be minimally involved in school affairs.	1	2	3	4	5
(79) 17. I have a lot of influence with my colleagues on educational matters.	1	2	3	4	5
(80) 18. I feel close to other teachers in this school.	1	2	3	4	5

COPED FORM A-4 (Decks: 42-45)

DO'S AND DON'TS

In any school system, there are informal "do's and don'ts." They are rarely written down anywhere, but they serve as a kind of code, making it clear what people in the system should and should not do, if they are to be accepted by others.

Below, there is a list of specific things that a person---an administrator, a teacher, a staff member---might do or say. For each item, we would like your estimate of how many people in this system would feel that you SHOULD do it, and how many people would feel that you SHOULD NOT do it, in terms of percentages. There will always be some people who would have no feeling one way or the other.

For example:

	Percentage who would feel that you SHOULD		Percentage who would feel that you SHOULD NOT		Others (percentage who have no feeling one way or the other)	
X. Follow administrative directives.	70	+	10	+	20	= 100%
Y. Complain when things are not going right.	40	+	30	+	30	= 100%
Z. Spread rumors.	0	+	90	+	10	= 100%

Example X would show that you believed most people---70%---would feel that one SHOULD follow administrative directives. Only 10% would feel that you SHOULD NOT follow administrative directives necessarily. But there are also 20% of people who have no feelings about it one way or another.

Example Y shows a different picture. It would show that you thought 40% of people in this system would feel that you SHOULD complain if things are not going right. On the other hand, you estimate that 30% would feel you SHOULD NOT complain. An there are quite a few people (30%) that you guess have no particular feeling about it one way or the other.

In example Z, it's clear that you think no one would feel that spreading rumors is a good idea, and that 90% would feel that one SHOULD NOT do it. Even here, of course, you estimate that there are a few people---10%---who don't have a clear feeling about it one way or the other.

Your answer to each item will naturally be different. Just remember that your three figures for each item should add up to 100%. Remember: we are not concerned with what you personally think you should do, but with your estimate of what others would feel one should (or should not) do under most circumstances. We are asking you to be a kind of a detached observer of the do's and don'ts in your school system.

Now please turn to the next page and give your estimates of how other people in this system feel about "should's" and "should not's." Do not worry about being too precise. Your first intuitive guess is usually best.

		Percentage who would feel that you SHOULD [1]		Percentage who would feel that you SHOULD NOT [2]		Others (Percentage who have no feeling one way or the other) [3]		
42	1. Ask others who seem upset to express their feelings directly.	(25-26)	+	(27-28)	+	(29-30)	= 100%	(31)
42	2. Tell colleagues what you really think of their work.	(32-33)	+	(34-35)	+	(36-37)	= 100%	(38)
42	3. Look for ulterior motives in other people's behavior.	(39-40)	+	(41-42)	+	(43-44)	= 100%	(45)
42	4. Always ask "Why?" when you don't know.	(46-47)	+	(48-49)	+	(50-51)	= 100%	(52)
42	5. Avoid disagreement and conflict whenever possible.	(53-54)	+	(55-56)	+	(57-58)	= 100%	(59)
42	6. Consult with people under you in making decisions that affect them---even minor ones.	(60-61)	+	(62-63)	+	(64-65)	= 100%	(66)
42	7. Question well-established ways of doing things.	(67-68)	+	(69-70)	+	(71-72)	= 100%	(73)
42	8. Be concerned about other people's problems.	(74-75)	+	(76-77)	+	(78-79)	= 100%	(80)

Please continue as before. Remember, do not focus on what you personally think you should do. Rather, give your estimate of what <u>others</u> would feel one should or should not do.

		Percentage who would feel that you SHOULD [1]		Percentage who would feel that you SHOULD NOT [2]		Others (percentage who have no feeling one way or the other) [3]		
43	9. Only make a decision after everyone's ideas have been fully heard.	____ (25-26)	+	____ (27-28)	+	____ (29-30)	= 100%	(31)
43	10. Disagree with your superior if you happen to know more about the issue than he does.	____ (32-33)	+	____ (34-35)	+	____ (36-37)	= 100%	(38)
43	11. Withold personal feelings, and stick to the logical merits of the case in any discussion.	____ (39-40)	+	____ (41-42)	+	____ (43-44)	= 100%	(45)
43	12. Push for new ideas, even if they are vague or unusual.	____ (46-47)	+	____ (48-49)	+	____ (50-51)	= 100%	(52)
43	13. Ask others to tell you what they really think of your work.	____ (53-54)	+	____ (55-56)	+	____ (57-58)	= 100%	(59)
43	14. Keep your real thoughts and reactions to yourself, by and large.	____ (60-61)	+	____ (62-63)	+	____ (64-65)	= 100%	(66)
43	15. Trust others not to take advantage of you.	____ (67-68)	+	____ (69-70)	+	____ (71-72)	= 100%	(73)
43	16. Be skeptical about things, as a rule.	____ (74-75)	+	____ (76-77)	+	____ (78-79)	= 100%	(80)

Please go on to the next page.

Please continue as before. Remember do not focus on what you personally think you should do. Rather, give your estimate of what <u>others</u> would feel one should or should not do.

		Percentage who would feel that you SHOULD [1]		Percentage who would feel that you SHOULD NOT [2]		Others (percentage who have no feeling one way or the other) [3]		
44	17. Point out other people's mistakes, to improve working effectiveness.	(25-26)	+	(27-28)	+	(29-30)	= 100%	(31)
44	18. Listen to others' ideas, but reserve the decision to yourself.	(32-33)	+	(34-35)	+	(36-37)	= 100%	(38)
44	19. Try out new ways of doing things, even if it's uncertain how they will work out.	(39-40)	+	(41-42)	+	(43-44)	= 100%	(45)
44	20. Stay "cool"---keep your distance from others.	(46-47)	+	(48-49)	+	(50-51)	= 100%	(52)
44	21. Use formal voting as a way of making decisions in small groups.	(53-54)	+	(55-56)	+	(57-58)	= 100%	(59)
44	22. Set up committees which bypass or cut across usual channels or lines of authority.	(60-61)	+	(62-63)	+	(64-65)	= 100%	(66)
44	23. Spend time in meetings on emotional matters which are not strictly germane to the task.	(67-68)	+	(69-70)	+	(71-72)	= 100%	(73)
44	24. Be skeptical about accepting unusual or "way out" ideas.	(74-75)	+	(76-77)	+	(78-79)	= 100%	(80)

Please go on to the next page.

Please continue as before. Remember, do not focus on what you personally think you should do. Rather, give your estimate of what <u>others</u> would feel one should or should not do.

		Percentage who would feel that you SHOULD [1]		Percentage who would feel that you SHOULD NOT [2]		Others (percentage who have no feeling one way or the other) [3]		
45 25.	Tell other people what they want to hear, rather than what you really think.	(25-26)	+	(27-28)	+	(29-30)	= 100%	(31)
45 26.	Stick with familiar ways of doing things in one's work.	(32-33)	+	(34-35)	+	(36-37)	= 100%	(38)
45 27.	Trust others to be helpful when you admit you have problems.	(39-40)	+	(41-42)	+	(43-44)	= 100%	(45)

So far, you have been trying to estimate how others in this system would feel. Of course, your own personal attitudes may differ from, or be the same as, what you guess others' to be. We are very much interested in assessing what your own attitudes on these items are.

Please think about how <u>you</u>, <u>yourself</u>, feel about each of the items you have just answered. Naturally, your feeling will depend on the particular circustances involved. But try to consider how you typically feel in most situations.

To indicate your answer, turn back to page 2 of this instrument (COPED FORM A-4, Page 2), and place a check (✓) in the column which shows what your own attitude is. For instance, in the first item, if you yourself felt that one should not ask others who seem upset to express their feelings directly you would check the second column. If you had no particular feeling about this matter one way or the other, you would check the third column, and so on. Think only about your own, personal, feelings. Please continue checking all items, until you reach the end, item 27, on this page.

COPED FORM A-5 (Deck 46)

RELATIONSHIPS

We are interested in the relationships people develop as they go about their work in this school system. This questionnaire asks you to think of specific people with whom you have relationships. However, do not put down their names, only initials. If you want to mention the same person more than once, put down the same initials.

The analysis of this questionnaire will focus on the patterns of relationships between people in different positions. So, for each person whose initials you put down, list his or her job and check job location, and formal "rank" in the school system. Please be sure you have answered all the questions and filled in or checked all appropriate places.

46 1. Please consider the different people you know on the job. Which two or three of them would you consider as being most interested in new ideas, educationally speaking (innovation in curriculum, practices, philosophy, etc.)?

INITIALS (fill in)	JOB OR POSITION (fill in)	JOB LOCATION (check one)			FORMAL RANK IN THE SCHOOL SYSTEM		
		In my building	In another building	In central office	At my level	Above my level	Below my level
(25-28)	(29-30)	(31) ___	___	___	(32) ___	___	___
(33-36)	(37-38)	(39) ___	___	___	(40) ___	___	___
(41-44)	(45-46)	(47) ___	___	___	(48) ___	___	___

46 2. And which two or three people from your job setting would you say you see most of on a casual or informal basis? That is, with whom are you most friendly?

INITIALS (fill in)	JOB OR POSITION (fill in)	JOB LOCATION (check one)			FORMAL RANK IN THE SCHOOL SYSTEM		
		In my building	In another building	In central office	At my level	Above my level	Below my level
(49-52)	(53-54)	(55) ___	___	___	(56) ___	___	___
(57-60)	(61-62)	(63) ___	___	___	(64) ___	___	___
(65-68)	(69-70)	(71) ___	___	___	(72) ___	___	___

Please go on to the next page.

47 3. If you have a problem in connection with your work, who are the two or three people from your job setting who are most likely to be <u>helpful</u> to you--really helpful?

INITIALS (fill in)	JOB OR POSITION (fill in)	JOB LOCATION (check one)			FORMAL RANK IN THE SCHOOL SYSTEM		
		In my building	In another building	In central office	At my level	Above my level	Below my level
(25-28)	(29-30)	(31)			(32)		
(33-36)	(37-38)	(39)			(40)		
(41-44)	(45-46)	(47)			(48)		

47 4. Finally, looking at your immediate work situation and the people in it, which two or three people would you say usually have the <u>most</u> <u>influence</u> on what happens? That is, whose opinions carry most wei ht?

INITIALS (fill in)	JOB OR POSITION (fill in)	JOB LOCATION (check one)			FORMAL RANK IN THE SCHOOL SYSTEM		
		In my building	In another building	In central office	At my level	Above my level	Below my level
(49-52)	(53-54)	(55)			(56)		
(57-60)	(61-62)	(63)			(64)		
(65-68)	(69-70)	(71)			(72)		

COPED FORM A-6 (Deck 48)

MEETINGS

The philosopher Martin Buber once said, "All life is meeting." No matter how that statement makes you feel, you will probably agree that school systems hold a lot of meetings, and that much depends on their quality. We are thinking especially of meetings such as faculty meetings, committees, administrative staff meetings, Board sessions, department meetings, and the like.

We would like you to consider one of these types of meetings--one which is important to you, and to which you go regularly. Specifically:

a. If you are a teacher, principal, or curriculum worker who regularly attends a standing central curriculum committee or council, please consider the meetings of that group.

b. If you are a principal (not on a central curriculum group), please consider the meetings of the administrative council or cabinet to which you go.

c. If you are a teacher (not on a central curriculum group), please consider the building faculty meetings in your building.

d. If you are a Board member, please consider meetings of the Board.

e. If you are a superintendent, please consider meetings of the Board.

* * * * * * * * * * * * * *

(25) Name of the meeting you are considering _____

(26) How often does it usually meet? _____

(27) Length of typical meeting _____

Now please consider what usually or typically happens in this meeting. For each of the items below, put one of the following numbers.

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(28) 1. _____ When problems come up in the meeting, they are thoroughly explored until everyone understands what the problem is.

(29) 2. _____ The first solution proposed is often accepted by the group.

(30) 3. _____ People come to the meeting not knowing what is to be presented or discussed.

Please go on to the next page.

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is quite typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(31) 4. _____ People ask why the problem exists, what the causes are.

(32) 5. _____ There are many problems which people are concerned about which never get on the agenda.

(33) 6. _____ There is a tendency to propose answers without really having thought the problem and its causes through carefully.

(34) 7. _____ The group discusses the pros and cons of several different alternate solutions to a problem.

(35) 8. _____ People bring up extraneous or irrelevant matters.

(36) 9. _____ The average person in the meeting feels that his ideas have gotten into the discussion.

(37) 10. _____ Someone summarizes progress from time to time.

(38) 11. _____ Decisions are often left vague--as to what they are, and who will carry them out.

(39) 12. _____ Either before the meeting or at its beginning, any group member can easily get items on to the agenda.

(40) 13. _____ People are afraid to be openly critical or make good objections.

(41) 14. _____ The group discusses and evaluates how decisions from previous meetings worked out.

(42) 15. _____ People do not take the time to really study or define the problem they are working on.

(43) 16. _____ The same few people seem to do most of the talking during the meeting.

(44) 17. _____ People hesitate to give their true feelings about problems which are discussed.

(45) 18. _____ When a decision is made, it is clear who should carry it out, and when.

Please go on to the next page.

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(46) 19. _____ There is a good deal of jumping from topic to topic--it's often unclear where the group is on the agenda.

(47) 20. _____ From time to time in the meeting, people openly discuss the feelings and working relationships in the group.

(48) 21. _____ The same problems seem to keep coming up over and over again from meeting to meeting.

(49) 22. _____ People don't seem to care about the meeting, or what to get involved in it.

(50) 23. _____ When the group is thinking about a problem, at least two or three different solutions are suggested.

(51) 24. _____ When there is disagreement, it tends to be smoothed over or avoided.

(52) 25. _____ Some very creative solutions come out of this group.

(53) 26. _____ Many people remain silent.

(54) 27. _____ When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

'55) 28. _____ The results of the group's work are not worth the time it takes.

(56) 29. _____ People give their real feelings about what is happening during the meeting itself.

(57) 30. _____ People feel very committed to carrying out the solutions arrived at by the group.

(58) 31. _____ When the group is supposedly working on a problem, it is really working on some other "under the table" problem.

(59) 32. _____ People feel antagonistic or negative during the meeting.

(60) 33. _____ There is no follow-up of how decisions reached at earlier meetings worked out in practice.

Please go on to the next page.

Use the same key as before:

+ 3 This is very typical of this meeting; it happens repeatedly.
+ 2 This is fairly typical of this meeting; it happens quite often.
+ 1 This is more typical than not, but it doesn't happen a lot.
- 1 This is more untypical than typical, though it does happen some.
- 2 This is quite untypical; it rarely happens.
- 3 This is not typical at all; it never happens.

(61) 34. _____ Solutions and decisions are in accord with the chairman's or leader's point of view, but not necessarily with the members'.

(62) 35. _____ There are splits or deadlocks between factions or subgroups.

(63) 36. _____ The discussion goes on and on without any decision being reached.

(64) 37. _____ People feel satisfied or positive during the meeting.

* * * * * * * * * * * * * * * * *

Meetings vary according to their primary focus of attention. They may be mainly focused on information-giving--making announcements, explaining plans or rules, dealing with routine matters. Or they may be mainly focused on problem-solving--discussion and decision, working out answers to problems on the spot.

38. Thinking now of the meeting you have been describing, what percentage of time do you estimate is actually spent on these two kinds of activities? Fill in the figures below.

_____%	+	_____%	=	100%
Time spent on information-giving		Time spent on problem-solving (72-73)		

39. Now, still thinking of this meeting, what percentage of time do you think should be or ought to be spent on these two types of activities, as far as you are concerned?

_____%	+	_____%	=	100%
Time spent on information-giving		Time spent on problem-solving (74-75)		

Please go on to the next page.

(76-77) 40. Is there anything else that usually or typically happens in this meeting? Please describe briefly.

Thank you.

COPED FORM A-13 (Deck 49)

FINAL REACTIONS

Answering these questions may have left you with a variety of feelings. In order to help with future research in the COPED project, we would appreciate your comments.

(25-26) 1. About how long did you spend in filling out these questionnaires?

_____

2. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that work or phrase.

(27) 1____Amused
(28) 2____Annoyed
(29) 3____Bored
(30) 4____Committed
(31) 5____Confused
(32) 6____Curious
(33) 7____Doubtful
(34) 8____Embarrassed
(35) 9____Frustrated
(36) 10____Frank
(37) 11____Hopeful
(38) 12____Interested
(39) 13____Mistrustful
(40) 14____Nervous
(41) 15____Obligated
(42) 16____Resentful
(43) 17____Stimulated
(44) 18____Tired
(45) 19____Uncertain
(46) 20____Uninvolved

(47-54) 21____Other feeling (describe: _____)

(55) 3. Did you find any of the questionnaires especially difficult, confusing, or ambiguous? _____ Yes _____ No. If yes, which (use title)?

(56-74) _____

_____

(75-76) 4. What was it about these questionnaires that made you feel this way?

_____

_____

_____

(77-78) 5. What do you think is the purpose for which this information is being collected? _____

_____

_____

(79-80) 6. Any other comments which would help us understand how you were feeling as you filled out these questionnaires: _____

_____

_____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

ADULTS

PART II

(Decks: 49-59)

Your name _____

Code No. _____

COOPERATIVE PROJECT IN EDUCATIONAL DEVELOPMENT

A School-University Enterprise with Centers at
Ann Arbor - Boston - Chicago - New York - Philadelphia

ADULTS

PART II

(Decks: 49-59)

The following questions are being asked as part of an action-research project known as The Cooperative Project in Educational Development (COPED). Your school system and about twenty others are cooperating in COPED along with eight universities and The National Training Laboratories. COPED is seeking to discover and develop ways that school people can be more effectively assisted in continuously improving the education of children. The information you provide here will be critically important to this effort. It will be analyzed by social scientists in the university settings. Some of the results will be returned to your school system where they may influence some changes. Therefore, it is essential that you be as honest and direct in your answers as possible. In order for you to feel completely free in your answers, you are assured that the data will be handled in an anonymous way. Before even the researcher sees your answers, your name will be replaced by a code number. The reason for needing your name is so that if you are asked for more information in the future, you can be assigned the same code number. No one, not even the researchers, will ever know how you, personally, answered these questions.

Sex: Male _____ Female _____

School _____

Subject _____

Grade level you are teaching _____

Please check one:

___ If you are a teacher, or are based in a particular school building, please answer the following questions.

___ If you are a principal, or a central office administrator, or have some other job which is not based in a particular school building, skip to section A-8 of this questionnaire, entitled "COORDINATORS AND SPECIALISTS."

YOUR PRINCIPAL

To what extent does your principal engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of your principal.

		Never	Almost never	Occasionally	Frequently	Almost always	Always	I do not know
(25)	1. Gives teachers the feeling that their work is an "important" activity.	1	2	3	4	5	6	7
(26)	2. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.	1	2	3	4	5	6	7
(27)	3. Takes a strong interest in my professional development	1	2	3	4	5	6	7
(28)	4. Makes teachers' meetings a valuable educational activity.	1	2	3	4	5	6	7
(29)	5. Helps to eliminate weaknesses in his school.	1	2	3	4	5	6	7
(30)	6. Treats teachers as professional workers.	1	2	3	4	5	6	7

Please go on to the next page.

Please continue as before.

		Never	Almost never	Occasionally	Frequently	Almost always	Always	I do not know
(31)	7. Helps teachers to understand the sources of important problems they are facing.	1	2	3	4	5	6	7
(32)	8. Displays a strong interest in improving the quality of the educational program.	1	2	3	4	5	6	7
(33)	9. Brings to the attention of teachers educational literature that is of value to them in their jobs.	1	2	3	4	5	6	7
(34)	10. Has constructive suggestions to offer teachers in dealing with their major problems.	1	2	3	4	5	6	7
(35)	11. Gets teachers to upgrade their performance standards in their classrooms.	1	2	3	4	5	6	7
(36)	12. Maximizes the different skills found in his faculty.	1	2	3	4	5	6	7
(37)	13. Makes a teacher's life difficult because of his administrative ineptitude.	1	2	3	4	5	6	7
(38)	14. Runs conferences and meetings in a disorganized fashion.	1	2	3	4	5	6	7
(39)	15. Has the relevant facts before making important decisions.	1	2	3	4	5	6	7

Please go on to the next page.

Please continue as before.

		Never	Almost never	Occa-sion-ally	Fre-quently	Almost always	Always	I do not know
(40)	16. Displays incon-sistency in his decisions.	1	2	3	4	5	6	7
(41)	17. Procrastinates in his decision making.	1	2	3	4	5	6	7
(42)	18. Requires teachers to engage in unnecessary paper work.	1	2	3	4	5	6	7
(43)	19. Displays integrity in his behavior.	1	2	3	4	5	6	7
(44)	20. Puts you at ease when you talk with him.	1	2	3	4	5	6	7
(45)	21. Makes those who work with him feel inferior to him.	1	2	3	4	5	6	7
(46)	22. Develops a real interest in your welfare.	1	2	3	4	5	6	7
(47)	23. Develops a "we feeling" in working with others.	1	2	3	4	5	6	7
(48)	24. Rubs people the wrong way.	1	2	3	4	5	6	7

COPED FORM A-8 (Deck 51)

COORDINATORS AND SPECIALISTS

Many school systems have personnel with titles such as Supervisor, Supervising Director, Curriculum Specialist, Coordinator, or Consultant. Their responsibilities include acting as liaison between the central office and the schools, observing teachers, conferring with principals, working with teacher committees, introducing new subject-matter ideas and teaching techniques, or guiding in-service training.

1. Do you have such personnel in your school system? Yes _____ No _____

   (If you consider <u>yourself</u> such a person, please skip to section A-10, "INFLUENCE.")

(25-26) 2. What is the title of the person you have had most contact with, or who is the most important person in this area of responsibility to you?

   Write the title here: _____

   (If you had <u>no</u> contact at all with such persons, please skip to the next section of the questionnaire, A-9, "YOUR IMMEDIATE SUPERIOR.")

   I have had some contact _____
   I have had no contact _____

Now, thinking of the person you have indicated in the space above, to what extent does he or she engage in the following kinds of behavior? Please circle the <u>one</u> number in each row that best describes the behavior of this person.

	Never	Almost never	Occasionally	Frequently	Almost always	Always	I do not know
(27) 3. Gives teachers the feeling that their work is an "important" activity.	1	2	3	4	5	6	7
(28) 4. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.	1	2	3	4	5	6	7

Please go on to the next page.

Please continue as before.

		Never	Almost never	Occa-sion-ally	Fre-quently	Almost always	Always	I do not know
(29)	5. Takes a strong interest in teachers' professional development.	1	2	3	4	5	6	7
(30)	6. Makes teachers' meetings a valuable educational activity.	1	2	3	4	5	6	7
(31)	7. Helps to eliminate weaknesses in the schools.	1	2	3	4	5	6	7
(32)	8. Treats teachers as professional workers.	1	2	3	4	5	6	7
(33)	9. Helps teachers to understand the sources of important problems they are facing.	1	2	3	4	5	6	7
(34)	10. Displays a strong interest in improving the quality of the educational program.	1	2	3	4	5	6	7
(35)	11. Brings to the attention of teachers educational literature that is of value to them in their jobs.	1	2	3	4	5	6	7
(36)	12. Has constructive suggestions to offer teachers in dealing with their major problems.	1	2	3	4	5	6	7
(37)	13. Gets teachers to upgrade their performance standards in their classrooms.	1	2	3	4	5	6	7
(38)	14. Maximizes the different skills found in school faculties.	1	2	3	4	5	6	7

COPED FORM A-9 (Deck 52)

If you are a principal fill out this section.

If you have any other job in the school system, skip to the next section A-10, "INFLUENCE."

YOUR IMMEDIATE SUPERIOR

25-26) 1. As a principal, please consider your immediate administrative superior, the person to whom you report and who supervises or guides your work.

Write the title of this person here; _____

Now thinking of this person, to what extent does he or she engage in the following kinds of behavior? In answering, please circle the one number in each row that best describes the behavior of this person.

	Never	Almost never	Occa-sion-ally	Fre-quently	Almost always	Always	I do not know
(27) 2. Makes principal's life difficult because of his administrative ineptitude.	1	2	3	4	5	6	7
(28) 3. Runs conferences and meetings in a disorganized fashion.	1	2	3	4	5	6	7
(29) 4. Has the relevant facts before making important decisions.	1	2	3	4	5	6	7
(30) 5. Displays inconsistency in his decisions.	1	2	3	4	5	6	7
(31) 6. Procrastinates in his decision making.	1	2	3	4	5	6	7
(32) 7. Requires principals to engage in unnecessary paper work.	1	2	3	4	5	6	7
(33) 8. Displays integrity in his behavior.	1	2	3	4	5	6	7

Please go on to the next page.

Please continue as before.

		Never	Almost never	Occa-sion-ally	Fre-quently	Almost always	Always	I do not know
(34)	9. Puts you at ease when you talk with him.	1	2	3	4	5	6	7
(35)	10. Makes those who work with him feel inferior to him.	1	2	3	4	5	6	7
(36)	11. Develops a real interest in your welfare.	1	2	3	4	5	6	7
(37)	12. Develops a "we feeling" in working with others.	1	2	3	4	5	6	7
(38)	13. Rubs people the wrong way.	1	2	3	4	5	6	7
(39)	14. Gives principals the feeling that their work is an "important" activity.	1	2	3	4	5	6	7
(40)	15. Gives principals the feeling that they can make significant contributions to improving the classroom performance of teachers.	1	2	3	4	5	6	7
(41)	16. Helps to eliminate weaknesses in the schools under his jurisdiction.	1	2	3	4	5	6	7
(42)	17. Takes a strong interest in your professional development.	1	2	3	4	5	6	7
(43)	18. Helps principals to understand the sources of important problems they are facing.	1	2	3	4	5	6	7
(44)	19. Makes principals' meetings of valuable educational activity.	1	2	3	4	5	6	7

COPED FORM A-10 (Deck 53)

INFLUENCE

1. In general how much influence do you think the following groups or persons now have in determining educational matters (e.g., curriculum, policy, etc.) in your school? Please indicate how much influence each person or group has by circling the appropriate number.

			None	A little	Some	Considerable	A great deal
(25)	a.	The local school board	1	2	3	4	5
(26)	b.	Your superintendent	1	2	3	4	5
(27)	c.	The principal of your school	1	2	3	4	5
(28)	d.	You yourself	1	2	3	4	5
(29)	e.	A small group of teachers	1	2	3	4	5
(30)	f.	Teachers in general	1	2	3	4	5
(31)	g.	Curriculum personnel (Supervisor, Director, or Coordinator)	1	2	3	4	5
(32)	h.	Students	1	2	3	4	5
(33)	i.	Parents	1	2	3	4	5
(34)	j.	Teacher Unions	1	2	3	4	5
(35)	k.	Local colleges and universities	1	2	3	4	5
(36)	l.	Guidance and psychological personnel	1	2	3	4	5
(37)	m.	Newspapers	1	2	3	4	5
(38)	n.	P. T. A.	1	2	3	4	5
(39-44)	o.	Other community groups (Specify)_____	1	2	3	4	5

2. How much influence do you think these groups or persons ought to have in determining educational matters in your school?

			None	A little	Some	Considerable	A great deal
(45)	a.	The local school board	1	2	3	4	5
(46)	b.	Your superintendent	1	2	3	4	5
(47)	c.	The principal of your school	1	2	3	4	5
(48)	d.	You yourself	1	2	3	4	5
(49)	e.	A small group of teachers	1	2	3	4	5
(50)	f.	Teachers in general	1	2	3	4	5
(51)	g.	Curriculum personnel (Supervisor, Director, or Coordinator)	1	2	3	4	5
(52)	h.	Students	1	2	3	4	5
(53)	i.	Parents	1	2	3	4	5
(54)	j.	Teacher Unions	1	2	3	4	5
(55)	k.	Local colleges and universities	1	2	3	4	5
(56)	l.	Guidance and psychological personnel	1	2	3	4	5
(57)	m.	Newspapers	1	2	3	4	5
(58)	n.	P. T. A.	1	2	3	4	5
(59-64)	o.	Other community groups (Specify)_____	1	2	3	4	5

COPED FORM A-11 (Deck 54)

INNOVATIONS

(25) Please check one: _____I am a teacher.
_____I am not a teacher.

If you are a teacher, begin here. If you are not a teacher, skip to question 23 of this particular instrument, INNOVATION, on page 4.

We are interested in knowing of classroom innovations for improving pupil learning and motivation which you have invented or discovered, and tried in your own classroom. This is not meant to include new programs adopted by the school system, such as modern math, but rather your own classroom innovations.

1. Please think of the various innovations which you yourself have tried out in your own classroom during the past school year.

Please check one: _____I have tried some.
_____I have tried none. (Please skip to Question 8.)

We would like you to consider the new classroom practice which you regard as most significant or interesting. Please describe it briefly. What
(26-27) specifically did you do? _____

_____

_____

(28) 2. The classroom practice you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else." Please check below the position that best describes your practice.

1_____Original with me (to the best of my knowledge).
2_____Got it somewhere else and made major changes.
3_____Got it somewhere else and made minor changes.
4_____Got it somewhere else without making any changes.

3. If not totally original, where did you get it? (Check as many as apply.)

(29)_____Teacher in this school
(30)_____My principal
(31)_____Magazine or journal
(32)_____Workshop, conference or institute
(33)_____My department head
(34)_____Book
(35)_____Student
(36)_____Local curriculum materials
(37)_____Teacher in another school
(38)_____Outside consultants
(39)_____University class
(40)_____Supervisor, coordinator, curriculum worker
(41)_____A parent
(42)_____Guidance or psychological science worker
(43-49)_____Other _____
(Please specify.)

4. How did you hear about it? (Check as many as apply.)

(50)_____Formal explanation
(51)_____Informal conversation
(52)_____Observed it in use
(53)_____Special demonstration
(54)_____Audio-visual (film, TV, Slides, tape, etc.)
(55)_____Written account
(56-60)_____Other _____
(Please specify.)

(61) 5. As far as you know, to what extent is the practice you described being used by other teachers? (Please check one.)

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(62) 6. How often in the past year have you told other teachers about this particular classroom practice?

1_____Never
2_____Once or twice
3_____Several times
4_____Often

(63) 7. To what extent are you likely to use this practice you have just described again?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(64) 8. To what extent do you feel you know what new practices other teachers are using to improve pupil learning in their classrooms?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(65) 9. Looking at yourself as a teacher, how much time and energy do you put in on classroom innovations---ones you invented or discovered?

1_____A lot
2_____Quite a bit
3_____Some
4_____A little
5_____None

(66) 10. During this past year, about how many classroom innovations would you say you tried out?

1_____0-1 time
2_____2-4
3_____5-8
4_____9-12
5_____13 or over

Here is a list of some new or unusual classroom teaching practices. For each practice, proceed as follows:

1. If you have not heard of this practice, write NO in the first column and skip to the next practice.
2. If you have heard of the practice, check each of the columns across that applies to you and leave the rest blank.
3. Fill in the last column with the number of teachers in your building that you know have tried the practice. Put zero if nobody has.

	Have heard of it	Have considered trying it	Have tried it but do not use it regularly	Am using it regularly	Number of teachers in my building who have tried it
11. Pupil participation in curriculum planning.	(25)	(26)	(26)	(26)	(27-28)
12. Pupil participation in classroom teaching.	(29)	(30)	(30)	(30)	(31-32)
13. Having pupils work in small learning teams.	(33)	(34)	(34)	(34)	(35-36)
14. Role playing (acting out situations).	(37)	(38)	(38)	(38)	(39-40)
15. Use of games to aid learning.	(41)	(42)	(42)	(42)	(43-44)
16. Pupil reactions to classroom climate via questionnaires.	(45)	(46)	(46)	(46)	(47-48)
17. Pupil participation in developing classroom rules.	(49)	(50)	(50)	(50)	(51-52)
18. Group discussion of problem behavior.	(53)	(54)	(54)	(54)	(55-56)
19. Involving pupils in community projects.	(57)	(58)	(58)	(58)	(59-60)
20. Curriculum units that promote skill in interpersonal relationships.	(61)	(62)	(62)	(62)	(63-64)
21. Community pool (utilizing local citizens as resource personnel.)	(65)	(66)	(66)	(66)	(67-68)
22. Pupils as helpers or tutors of other pupils.	(69)	(70)	(70)	(70)	(71-72)

BOTH TEACHERS AND NON-TEACHERS ANSWER THIS PART OF THE QUESIONNAIRE

23. Many school systems are trying out new educational practices on a system-wide basis. A number of such practices are listed below. Please read through the list, then answer the questions on the following pages.

A. Independent Study. Regularly scheduled work by individual pupils with a minimum of teacher direction.

B. Language laboratory. Audio equipment arranged to permit individual members of a class to hear speech, practice speaking, and hear playback.

C. Nongraded classes. Pupils are assigned to classes on the basis of ability, without regard to traditional one-year steps.

D. Multigraded classes. Pupils traditionally assigned to one of two or three sequential vertical grades are assigned to single classes comprising two or more grade levels; work in various subjects is determined by the individual pupil's ability within the limits of the grade-span.

E. Schools-within-a-school. The organization within a physical unit of two or more partially autonomous "schools," each with its own administrative supervisory and teaching personnel and pupils; all "schools" may be under the leadership of a single person, however.

F. PSSC Physics. The curriculum materials and teaching practices developed by the Physical Science Study Committee.

G. Team teaching. An arrangement in which two or more teachers plan and execute together the instructional program for a number of pupils, generally in the same or adjoining rooms.

H. Teacher aides. Regular employment of personnel to assist the teacher in the classroom in administrative and other non-teaching functions.

I. Lay readers. Regular employment of persons to assist the teacher in reading and grading the written work of pupils.

J. Programmed instruction. The use of educational material so designed that each pupil works at his own pace through sequential steps, receiving immediate indication of the correctness of response he has given to programmed questions. May or may not involve mechanical devices or "machines."

K. Work experience programs. Programs in which students, while in school or on vacation, undertake employment, under school guidance, directly related to their educational courses.

L. Instructional television. Regularly scheduled in-class viewing of televised instruction, coordinated with instruction on the same material by the classroom teacher.

M. Flexible scheduling. Situation in which class size, length of class meetings, number and spacing of classes are varied according to an assessment of the nature of the subject, type of instruction, and ability and interest of students.

N. Modern math. Any of several mathematics curricula (and materials stressing newer concepts and designed around the "structure of the discipline").

O. Foreign language in the elementary school. Regularly scheduled instruction in a foreign language (one or more times a week), in the grade-level span from 1 to 6.

P. Computer scheduling. Allocation of students to classes in the secondary school using an electronic computer.

Q. Curriculum council. A school-system-wide group of professional personnel which engages in curriculum planning and co-ordination.

R. i/t/a. The Initial Teaching Alphabet, a phonetically constant alphabet of conventional letters and symbols used for early teaching of reading.

S. Open enrollment. Permission for pupils to attend a school building of their choice, even though it is not in their residential area.

T. 8 mm sound film. Movie film half the usual width, used in pupil-operated cartridge-loading projects.

DIRECTIONS: In the first column, circle the YES, ?, or NO to show whether the practice is being used in the school system, to the best of your knowledge. Use the "?" if you are not sure. If you circled NO, skip to the next practice.

If you circled YES or ?, go on across the row circling the answers that apply.

	Title of practice	Being used in this system?	Does it affect you?	Are you using it directly?	Should it be continued in the system?
24.	A. Independent study	YES ? NO (25)	YES ? NO (26)	YES ? NO (27)	YES ? NO (28)
	B. Language laboratory	YES ? NO (29)	YES ? NO (30)	YES ? NO (31)	YES ? NO (32)
	C. Nongraded classes	YES ? NO (33)	YES ? NO (34)	YES ? NO (35)	YES ? NO (36)
	D. Multigraded classes	YES ? NO (37)	YES ? NO (38)	YES ? NO (39)	YES ? NO (40)
	E. Schools-within-a-school	YES ? NO (41)	YES ? NO (42)	YES ? NO (43)	YES ? NO (44)
	F. PSSC Physics	YES ? NO (45)	YES ? NO (46)	YES ? NO (47)	YES ? NO (48)
	G. Team teaching	YES ? NO (49)	YES ? NO (50)	YES ? NO (51)	YES ? NO (52)
	H. Teacher aides	YES ? NO (53)	YES ? NO (54)	YES ? NO (55)	YES ? NO (56)
	I. Lay readers	YES ? NO (57)	YES ? NO (58)	YES ? NO (59)	YES ? NO (60)
	J. Programmed instruction	YES ? NO (61)	YES ? NO (62)	YES ? NO (63)	YES ? NO (64)

Please continue on the next page.

24. cont'd.

Title of practice	Being used in this system?	Does it affect you?	Are you using it directly?	Should it be continued in the system?
K. Work experience programs	YES ? NO (25)	YES ? NO (26)	YES ? NO (27)	YES ? NO (28)
L. Instructional television	YES ? NO (29)	YES ? NO (30)	YES ? NO (31)	YES ? NO (32)
M. Flexible scheduling	YES ? NO (33)	YES ? NO (34)	YES ? NO (35)	YES ? NO (36)
N. Modern math	YES ? NO (37)	YES ? NO (38)	YES ? NO (39)	YES ? NO (40)
O. Foreign language in the elementary school	YES ? NO (41)	YES ? NO (42)	YES ? NO (43)	YES ? NO (44)
P. Computer scheduling	YES ? NO (45)	YES ? NO (46)	YES ? NO (47)	YES ? NO (48)
Q. Curriculum council	YES ? NO (49)	YES ? NO (50)	YES ? NO (51)	YES ? NO (52)
R. i/t/a	YES ? NO (53)	YES ? NO (54)	YES ? NO (55)	YES ? NO (56)
S. Open enrollment	YES ? NO (57)	YES ? NO (58)	YES ? NO (59)	YES ? NO (60)
T. 8 mm sound film	YES ? NO (61)	YES ? NO (62)	YES ? NO (63)	YES ? NO (64)

(25-26) 25. Now we would like you to look at the list of practices you have just gone through and select the one that affects you most in your work.

The name of this practice is _____.

IF NO PRACTICE IS USED IN YOUR SCHOOL SYSTEM, PLEASE SKIP TO QUESTION 33.

(27) 26. To what extent are you consulted in the decision that was made to start using this practice in your school system? (Check one)

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(28) 27. To what extent do you think there was a clear educational need or problem in the system, which this practice would help to meet or resolve?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

(29) 28. How much do you know about how this practice is being used in the system?

1_____To a great extent
2_____Quite a bit
3_____To some extent
4_____A little
5_____Not at all

29. Are you involved in using this practice yourself? Yes_____ No_____

(30) On a trial basis? Yes_____ No_____
(31) On a regular, routine basis? Yes_____ No_____

(32) 30. How much has this practice been changed and modified during the time it has been tried out in the system?

1_____Not changed at all
2_____Changed a little
3_____Changed some
4_____Changed a lot
5_____Changed completely

(33) 31. Do you think that this practice is a good one?

1_____Very good
2_____Quite good
3_____Somewhat good
4_____Not too good
5_____Not good at all

(34) 32. What do you think should be the future of this practice in the system?

1_____It should be increased a great deal.
2_____It should be increased.
3_____It should be carried on about as is.
4_____It should be decreased.
5_____It should be dropped from the system.

(35) 33. Have you, within the past year, had some idea for an innovation which you believe would improve the working of your school or school system (beyond your own classroom)?

1_____Yes
2_____No (Skip questions 34-35-36 and go on to the next section, A-12, REACTION TO THE COPED STAFF.)

(36-37) 34. What educational need or problem is there in the system which you feel your idea would help to meet or resolve? (Describe briefly):

35. To whom did you communicate your idea? (Check as many as apply)

(38) _____Teacher in my building
(39) _____Teacher in another building
(40) _____My principal
(41) _____My department head
(42) _____Supervisor, coordinator, curriculum worker
(43) _____Student
(44) _____Superintendent
(45) _____Board member
(46) _____Central office administrator
(47) _____Parent
(48) _____Guidance or psychological service worker
(49-55) _____Other _____
(Please specify)

(56) 36. Was your idea tried out in your school or the school system?

1_____Yes
2_____It's being considered.
3_____No, it was considered and turned down.
4_____No, it was not even considered.
5_____I don't know.

COPED FORM A-12 (Deck 59)

REACTIONS TO THE COPED STAFF

This rating form is for you to help us evaluate the effectiveness of our COPED staff in working in schools. Please consider each statement in the light of your current impressions of the COPED staff members who have been working with you or with others in your school.

(25) 1. How frequently have you talked or worked with one or more members of the COPED staff in the past 3 months?

1_____Very frequently; more than 10 times in the last 3 months
2_____Frequently; 5 to 10 times in the last 3 months
3_____Occasionally in the last 3 months
4_____Once or twice in the last 3 months
5_____Not at all in the last 3 months
6_____Not ever

Please circle the number which corresponds to your agreement or disagreement with each of the descriptions of COPED Staff members:

		I agree very much	I agree some	I am in between	I disagree some	I disagree very much
(26)	2. COPED staff members are available to answer our questions and discuss our problems when we need them.	1	2	3	4	5
(27)	3. They are probably honest and well meaning but they seem confused about what they want.	1	2	3	4	5
(28)	4. I like to talk with them.	1	2	3	4	5
(29)	5. They are trying to make our program more effective, but they are pushing too hard and are too impatient.	1	2	3	4	5
(30)	6. They have been able to assist me in improving my relations with students	1	2	3	4	5
(31)	7. The COPED members working with our staff are skilled and honest enough but they just don't know enough about <u>our</u> school and the way <u>we</u> do things to be of much help.	1	2	3	4	5

		1 I agree very much	1 I agree some	1 I am in between	1 I disagree some	1 I disagree very much
(32)	8. They suggest changes in our schools that are impractical.	1	2	3	4	5
(33)	9. They have been able to assist me in improving my relations with teachers or other staff members.	1	2	3	4	5
(34)	10. No matter how much this staff may change its way of doing things while COPED and the administration are working on us, we'll go right back to the way things were after the pressure is off.	1	2	3	4	5
(35)	11. Their visits cause interruptions in our work and add to our work load.	1	2	3	4	5
(36)	12. Our meetings seem to go well, but there doesn't seem to be any relations between what we do in them and what we do in regular work.	1	2	3	4	5
(37)	13. I have picked up ideas from them that I'm going to try out in my regular work.	1	2	3	4	5
(38)	14. I suspect that they pass on to others in my school system information of a confidential nature.	1	2	3	4	5
(39)	15. The COPED staff should help a group like us collect information on ourselves and help intrepret it, and that's all.	1	2	3	4	5

		1 agree very much	1 agree some	1 am in between	1 disagree some	1 disagree very much
(40)	16. The trouble with the COPED staff is that they pay too much attention to "climate," and "communication process" and not enough to providing solutions to problems.	1	2	3	4	5
(41)	17. They have been able to assist me in improving my relations with administrators.	1	2	3	4	5
(42)	18. They understand and can assist me on problems of instruction for the subjects and grade levels I teach.	1	2	3	4	5
(43)	19. I just don't see the problems that the consultants seem to be talking about; we really don't need to change the way we are doing things.	1	2	3	4	5
(44)	20. You can really say what's on your mind with these people.	1	2	3	4	5
(45)	21. Talk, talk, talk; I wish we could learn some tangible procedures from the consultants.	1	2	3	4	5
(46)	22. The most useful thing consultants can do is not so much gathering information about the group but, once the information is gathered, to help the group change.	1	2	3	4	5
(47)	23. We need outside consultants, but these consultants really are not much help.	1	2	3	4	5

		I agree very much	I agree some	I am in between	I disagree some	I disagree very much
(48)	24. Their survey instruments are useful.	1	2	3	4	5
(49)	25. I could name four or five people in our system who are really more able to do what the COPED staff is trying to do.	1	2	3	4	5
(50)	26. They are helpful, but some people with power on the staff will probably undermine all our progress.	1	2	3	4	5
(51)	27. They really seem to know how to get people to see what's going on.	1	2	3	4	5
(52)	28. The administration showed poor judgment in bringing in outside help; the real leadership can come only from inside the school system.	1	2	3	4	5
(53)	29. I've learned more from them than from all the other in-service training programs put together.	1	2	3	4	5
(54)	30. The COPED staff are skilled in conducting meetings.	1	2	3	4	5
(55)	31. I would like to participate in another project with the COPED staff.	1	2	3	4	5

(56-57) Please write any other reactions that would help us do our job better in the space provided below.

COPED FORM A-13 (Deck 49)

FINAL REACTIONS

Answering these questions may have left you with a variety of feelings. In order to help with future research in the COPED project, we would appreciate your comments.

(25-26) 1. About how long did you spend in filling out these questionnaires?

_____

2. If you had any of the feelings listed below as you were filling out the instruments, please put a check by that work or phrase.

(27)	1	Amused	(37)	11	Hopeful
(28)	2	Annoyed	(38)	12	Interested
(29)	3	Bored	(39)	13	Mistrustful
(30)	4	Committed	(40)	14	Nervous
(31)	5	Confused	(41)	15	Obligated
(32)	6	Curious	(42)	16	Resentful
(33)	7	Doubtful	(43)	17	Stimulated
(34)	8	Embarrassed	(44)	18	Tired
(35)	9	Frustrated	(45)	19	Uncertain
(36)	10	Frank	(46)	20	Uninvolved

(47-54) 21 _____ Other feeling (describe: _____)

(55) 3. Did you find any of the questionnaires especially difficult, confusing, or ambiguous? _____ Yes _____ No. If yes, which (use title)?

(56-74) _____

_____

_____

(75-76) 4. What was it about these questionnaires that made you feel this way?

_____

_____

_____

(77-78) 5. What do you think is the purpose for which this information is being collected? _____

_____

_____

(79-80) 6. Any other comments which would help us understand how you were feeling as you filled out these questionnaires: _____

_____

_____